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THE P. T. A. MAGAZINE

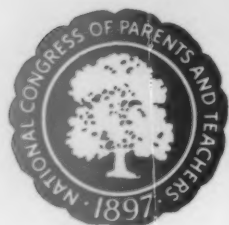
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# Objects

OF THE

NATIONAL CONGRESS OF  
PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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Florida	169,567
Georgia	136,709
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Idaho	37,241
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# NATIONAL PARENT-TEACHER

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600 South Michigan Boulevard, Chicago 5, Illinois

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Claypool Hotel



The Scottish Rite Cathedral



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Second Presbyterian Church

THE ANNUAL convention of the National Congress of Parents and Teachers, to be held at Indianapolis, May 19-21, will be strikingly attuned to the times. Its theme—"The Citizen Child: What of His Future?"—will set the tone. Accounts of the workshops and section meetings as well as the major addresses will be published in forthcoming issues of the *National Parent-Teacher*.

Delegates to the convention will gather, at one time or another, in each of the buildings pictured here: the Claypool Hotel, convention headquarters; the Murat Temple, where the meetings will be held; the Scottish Rite Cathedral, scene of the convention banquet; and the Second Presbyterian Church, where Sunday vesper services will be conducted.



Murat Temple

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## THE PRESIDENT'S MESSAGE

# The Fabric We Weave

A GAY, COLORFUL, and intricate pattern was being woven across the end of a soft white blanket. The skillful craftsman operating his huge loom in a western woolen mill patiently stopped the machinery to answer our questions about tensions, size of yarns, the number of colors that could be used on this particular loom, and other things our curiosity prompted. One remark he made has remained in my mind for many years. He said, "It takes time and patience to handle threads of different kinds and colors, and a careless operator can spoil even a simple pattern." And then he added, as though it had been an afterthought, "You need good yarn, carefully handled, to be sure of a clear pattern and a strong, dependable fabric."

Many times I have thought of the parent-teacher association as a loom upon which to weave a strong and dependable community fabric of interest and concern for all its children. Like the weaver in the woolen mill, we know that it requires skill and patience to draw together in a working relationship all the people who dwell together and yet who hold widely separated interests and live widely separated lives.

We know that one continuous thread runs through all our lives, whether we are rich or poor, humble or proud, schooled or unschooled—the thread of love for our children and a desire for something more, or better, for them than we have achieved for ourselves.

Sometimes that one thread is the only invariable bond in the whole community, but, firm as it is, it alone will not produce a strong, dependable community fabric. We need to weave with it clear understanding and genuine fellowship.

ALL THE PEOPLE, though most of all the parents and the teachers, need to understand what it is in the life of a child that helps him to find his way to successful living; to understand what it is in the days of budding womanhood and young manhood that helps or hinders a stable, satisfying adjustment to mature responsibilities, even in a world of uncertainties and tensions. We all need to know how to adjust the delicate balance of responsibility for the learning of youth in

home, school, church, and other community centers of their interest. We need to find a way to use the power of united effort that may come from understanding of our common problems.

And we need the bond of genuine fellowship. In and out, back and forth, along with the love for children and our developing understanding of their ways, we need to weave the thread of mutual concern, each for the other. We need to find in our communications the warmth of fellowship—that can come through devotion to a worthy work—together.

The fabric of the community grows stronger in its child-mindedness as each of us finds, among his fellows, faith in our common goals and confidence to move on together.

For the last three years we have tried especially to weave into our community fabric the strong thread of citizenship. We have recognized our nation's need for loyal and vigorous devotion from her people. We have regarded it as our corporate responsibility to awaken in the children and youth of our land a growing awareness of the spiritual power of productive citizenship, first at home, then in school, and then in an ever widening relationship with all people. We have pledged our full, devoted efforts to bring to their minds and hearts an understanding of all other people because they too are of God's creation.

As we are weaving, through the parent-teacher association, a fabric of community concern—for our own children and for all children in the world—each of us singly and all of us together are striving sincerely to achieve a *home* that is a haven for total growth, a citadel of faith and character; a *school* that is a stronghold of guidance, a fountainhead of wisdom and truth; and a *community* imbued with a climate of spiritual strength, sound practices, and dependable values for the citizen child, whose destiny must be a free world—at peace.

President, National Congress of Parents and Teachers

On and on goes the battle for the minds of men. Clearer and clearer grows the need of guidance through the maze of present-day problems. They are on the right path, certainly, who, finding in the Bible the concentrated wisdom of the race, desire for their children that it be "written upon the tables of their hearts."

# the Word is the Rock

Cecil B. deMille



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IN ONE OF the most popular musicals on Broadway there is a scene in which a young mission worker slaps the face of an underworld character who has tried to make love to her. As he leaves the mission, the underworld character remarks, "I'll come in again in case you want to take a crack at the other cheek."

I am sure the authors of the play were proud when they wrote that line. They should have been. In the dramatic situation they created, the line fits brilliantly. But I am equally sure the authors must be depressed when they hear their brilliant line fall flat. Except for an occasional appreciative chuckle here and there in the theater, it sails right over the heads of the audience.

I know an English theologian (with a wholesome taste for lighter entertainment) who went to see that play. When he saw the audience's blank reaction to that reference to "the other cheek," he remarked, "Frightening, isn't it?"

It is. Why? Because it means that a whole generation has grown up ignorant of the Bible.

I had another experience of this kind when I had to spend some time in a hospital a few years ago. A

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young nurse asked me what I was working on, what all the books and papers on my bed were about. I told her I was preparing to make a picture about Samson and Delilah. She looked blank and said, "Samsonandelilah? What's that?"

It was not always so. Generations ago, Americans were eminently a people of the Book. The westward-moving pioneers carried few books with them, but they carried the Book. They would no more have left it behind than they would have left their rifles or their scanty store of staple foods. The Bible was also nourishment and defense.

Some of us can remember when the big family Bible was the most prominent object in the parlor of almost every home.

In my boyhood, our father read to us every evening a chapter of the Old Testament and a chapter of the New. That was the high point of our day. Father had a beautifully modulated voice, a sense of drama, and a deeply religious spirit. He made the men and women of the Bible come alive. If I have done anything to make some of the biblical stories better known through motion pictures, it all goes back to those quiet, lamplit evenings in a modest home in New Jersey sixty years and more ago.

But when I agree with that English theologian's verdict of "frightening" on present-day ignorance of the Bible, I am not merely indulging in a wistful hankering for things past and days that are gone. Our lamplit evenings were lovely, but the clock and

the calendar cannot be turned back to 1890. What is frightening about our modern ignorance of the Bible is much more serious than that.

### The Values We Prize

Not to know the Bible is to be cut off from the roots of our civilization. Rootless plants die. Young minds deprived of the rich heritage of the Bible will all too easily fill the gap with other mythologies, other values, other ideals, alien to the values and ideals upon which our civilization was built. This means much more than the loss of our ability to recognize biblical allusions like the reference to "the other cheek." It is not a literary question, in spite of all that our literature owes to the Bible. It is the deeper and far more vital question of basic values and life motives.

My brother Bill and I thrilled when Father read us the story of Samson as much as any modern ten-year-old thrills to Superman. But there is more in the story of Samson than the thrill. There is the inescapable undercurrent of values. Even the mind of a young child can grasp something of the tragedy of Samson, a tragedy inexorably following upon a man's betrayal of his ideals. The concept of duty and of faithfulness as supreme values, overriding the demands of selfish pleasure, runs all through the Samson story along with his exciting adventures. So it is with the whole Bible.

Speaking for myself, I know very well that I have



© Ewing Galloway



not always lived up to the letter of the ideals I learned from the Bible. I know few who have. But the point is that we did get from that early acquaintance with the Bible a set of values, a standard of judgment against which to measure both ourselves and the manifold decisions we have to make, as men and women, parents, citizens, workers, employers, artists, or whatever we are in all the roles in which life casts us.

There are some who say that those values and standards are false—that the Bible's great lessons of faith, hope, love, forgiveness, brotherhood, and justice are nothing more than an opiate for the people. This is not the place to refute them. I take it for granted that I am writing for readers who know that those values are the cement of our civilization and who want to keep our civilization intact.

Those who share that concern may well agree that it is frightening to contemplate a growing generation ignorant of the primary source book of those values.

### Devotion Finds a Way

Yet I can hear some parents distractedly and helplessly saying, "What can we do? The family car, the radio, the television set, the comic book, and your own movies, Mr. deMille, are giving the family Bible competition that it never had when you were a boy in Pompton Lakes, New Jersey. The Supreme Court tells us that we may not teach religion in the public schools. There's a loud outcry against even the simple prayer that the New York State board of regents have recommended for the schools of that state. What can we do?"

Well, one answer came to me in the mail while this very article was being written. It was a letter from one of a small group of women in Bala-Cynwyd, Pennsylvania, telling me what they are doing. With the writer's permission, I quote it:

"This is to tell you about . . . the Bible puppets. The whole idea is to present biblical stories to children in puppet fashion.

"One day while traveling by train from Philadelphia to New York, Mrs. Witmer was amazed at the great number of television aials . . . and asked herself this question: 'I wonder how many of the children in those homes know anything about the Bible.' Mrs. Witmer returned greatly inspired and presented the puppet idea to a group of her friends. . . . From that time on we have worked very hard making puppets and dressing them, painting scenery, writing scripts, working on the music, and making all stage properties. Most of this is entirely new to our original group of six, but through His guidance we have succeeded. We all have our homes and families but feel that this is so important that our free time must be devoted to it.

"We are going on WPTZ-NBC television here in

Philadelphia on Saturday, March first, at 3:45 p.m., and on five consecutive Saturdays following. The six fifteen-minute shows consist of *Joseph the Dreamer*, *Joseph the Ruler*, *Baby Moses*, *Moses Receiving the Ten Commandments*, *David the Shepherd Lad*, and *David and Goliath*. Our program is unsponsored, so we are working through the Philadelphia Council of Churches."

I cite that as an example of what a small group of alert women can do. The key sentence in that letter is this: "We all have our homes and families but feel that this is so important that our free time must be devoted to it."

That is what is wanted, a conviction that acquaintance with the Bible is important enough to take our time and challenge our resourcefulness.

The group in Bala-Cynwyd have met the problem in one way. I am positive that other women (and men) in Birmingham, Butte, Bakersfield, and every other community in the land have as much resourcefulness, originality, and devotion ready to use, if they want to use them.

Puppet shows are only one way. There are scores of others. I have often said that I could make a first-rate motion picture from almost any twenty pages in the Bible. There is an inexhaustible mine of drama, color, conflict, adventure, epic struggle, personal heroism, profoundly moving tragedy, and even humor in the Bible. It should not be hard for any parent or teacher to bring it to life.

### Truth Unchanged, Unchanging

One thing to guard against, in our efforts to "popularize" the Bible, is the temptation to water it down, depending on Bible stories rather than the sacred text itself. When I make a biblical motion picture, I keep sending our researchers and writers back to the text again and again. It would be a pity if our young people learned *about* the Bible without tasting also the stately English of the King James or Douay version or the wonderful freshness and vitality of some of the modern translations that Protestant, Catholic, and Jewish scholars are giving us.

Times have changed since I was a boy, listening as my father read to us. But the Word he read has not changed. It is still there, the bedrock of our culture—like the rock that Moses struck, ready to pour out its refreshing and invigorating waters. A spiritually thirsty generation needs them. Parents and teachers can strike the rock and bring them forth, if only they will.

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*Cecil B. deMille has been directing and producing motion pictures for nearly forty years. One of his earliest, based on a biblical theme, was The Ten Commandments; his latest, David and Bathsheba. Mr. deMille has been awarded two honorary degrees—doctor of fine arts and doctor of letters.*



© H. Armstrong Roberts

# Off to Camp they go!

Helen L. Beck

IN THE early days of this country, camping was a necessity. Everybody camped; it was a way of life. Then, as the frontier disappeared and travel facilities improved, camping became a pastime, a recreation. Now in this highly mechanized world of ours, with its high-pressure living, camping is again a necessity because of what it offers in the way of relaxation and release from tension.

City, small-town, and country children today all live in environments that no longer provide fully for their normal needs. Even the most reasonable parent has to curb his offspring's independence—and impetuosity—if they live in a small city apartment. Just the matter of visiting a friend may involve a ride on the subway or at least the crossing of a busy intersection, and again freedom of movement has to be curtailed.

Summer vacation—a time for the out-of-doors, a time for following the wooded trail, for diving into cool waters, for singing under the starlight, and for making new friends. Camp life offers these pleasures and many others to your child. But don't rush off to buy his ticket yet. Here are a few questions to ask yourself before you start packing his duffel bag.

The family of an older day took full responsibility for each child's care and development. But such a family usually included one or two sets of grandparents, aunts, uncles, sisters, and brothers, not to mention first, second, and third cousins. They all lived together in the same house or in the same neighborhood. By the very fact of their numbers they made up for each other's personality differences. Today's small family no longer provides such a variety in personalities and the richness of influences it brought to the growing child.

This simply means that if a child is to have the constructive group experiences so essential to his healthy growth and development, planning on the part of his parents will be necessary. Of course schools do provide the answer to some of his needs for meeting and knowing different kinds of people, but on the whole the school setting does not offer sufficiently wide experiences in informal group life.



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Children need opportunities that allow for experimentation in democratic living. They need to be part of groups in which they can learn to adjust to other people's points of view while learning to stand up for their own. They need to be part of groups in which they catch a first glimmer of the meaning of democracy, starting with the principle that you have to respect the other fellow's opinions even though they may be different from your own.

Summer camps offer unique possibilities for just such training in the democratic way of life. Also the unhurried atmosphere of the well-planned camp that is not overly organized can do much to offset both the lacks and the pressures in the modern child's life. However, parents must discard the idea that they can put a child into camp for summer storage much as they would a fur coat. Nor is camp an aspirin tablet that can be given to cure anything that may ail a youngster. If the experience comes

at the right time it will have a variety of positive values for most children, but it may not be a good idea for certain children or at certain times in a child's life.

### Cues, Clues, and Cautions

The following *do's* and *don't's* might help you to decide whether to send your child to camp, how to select the right camp, and how to prepare him and yourself for this experience.

*Be sure you are sending your child to camp because it will be good for his growth and development, not because he must compete with a cousin his own age or a child next door.*

*Remember how important a first experience is.* If he has never gone to camp before, he will have an entirely new set of experiences. By careful preparation you can make sure he will enjoy them and want to repeat them.

*Don't send him to camp for the purpose of learning (1) to eat what's good for him, (2) to accept the discipline he resists at home, or (3) to get along with other children.* A good camp will help a child in all these ways, but this sort of learning should be incidental to an enjoyable experience, not its purpose. If your boy or girl has trouble making adjustments, camp may not be the answer for him.

*Make sure he fully understands what the camp plans are.* To you it may be so clear that he will be away for only a few weeks that you forget to explain to him just how long his stay will be. I know of one junior miss who wondered a whole summer why on earth her parents had given her away!

*Explain to the child why he is going to camp.* Whatever side issues have played a part in your decision, the main reason should be to provide a positive experience for the young camper. If Junior gets the idea that he is being sent away because his pranks make you nervous or even sick, this will surely offset whatever constructive influences camp might otherwise have.

*Make sure he is ready to go to camp.* Don't force it on him. On the other hand, don't get scared off by his resistance to trying something new. Most children love camp. Give yours a chance to know what it is all about. Let them take part in the planning. Start preparations early enough so you don't have to press for a decision because of a registration deadline.

### Now—or Next Year?

There are many ways of finding out whether a child is really ready for camp. If he enjoys playing in groups he is more likely to enjoy camp right off the bat than the shy youngster who prefers to stay alone or play with one or two selected friends. If he has fun out of doors, seeks active games, or roams the woods for toads and the beaches for shells and rocks,



he is more likely to fit quickly into camp life than the child who prefers to spend his spare time with a book or at the movies. If he is comfortable and happy about spending a week end away from home with an aunt or a friend, he is more likely to feel easy about going to camp than is the child for whom this will be a first really important separation from his home and family.

This is not to say that camp is only for the rugged, outdoor type of youngster! On the contrary the quieter, less active child has much to gain from a summer at camp. But he must not be pressed into going, and he will undoubtedly need a good deal more preparation than will the child for whom camping "comes naturally." If he can go with some older child he likes who has been to this same camp before, so much the better.

*Choose your camp carefully.* Use recommendations from people whose judgment you respect and whose ideas about rearing children are similar to yours. Ask your friends who have sent their children to camps. A school whose program you approve is likely to recommend a camp whose program you would also approve. And special organizations have lists of good camps. For instance, the Association of Private Camps, 55 West Forty-second Street, New York 17, will send such a list to you on request.

*Make sure that the camp you select will meet both your requirements and your child's needs.* The athletic youngster, particularly if he is in his early teens, may enjoy roughing it at a camp with many routines and a thorough program. The younger child, the beginning camper, will probably be more comfortable at a smaller, less formal camp with a flexible program. If your child is resistant to discipline, an overly regulated camp will only scare him off. But the camp with a few, easily understandable regulations may be of help in his adjustment.

### Frankness Pays Off

*Give your child ample opportunities to talk about camp, and encourage him to ask questions.* Find out pertinent details about the camp, and pass them along. Tell him how and where he will live. Describe the lake in which he will swim and the ball team he may play on. Of course you don't want to take away all the thrill of doing something new and exciting, but let the surprises come in small doses, particularly for the younger and more anxious child.

*Don't paint the picture in too glowing colors.* Instead of the magic green garden in which his father once pitched his tent, many a first-timer has found an ordinary camp with hard bunk beds, where getting caught in the rain gives you an unromantic chill and falling into the brook is fun only for on-lookers. Be sure to tell your youngster about such things as rest hour and the fact that most camps accept only a minimum of fussing about food. He is bound to find out about these greyer aspects of camp life. So give him a chance to weigh the good times he is going to have against the inevitable petty irritations.

*Don't ever threaten him with "They'll teach you this at camp" or "You'll learn this at camp, young man."* Keep him looking forward to going and to enjoying himself.

*Give your camp freshman opportunities for group experiences before he goes—if he has not had them up to now.* Though he will learn a lot about living in a group after he gets to camp, as a rule it is easier if he does not start "cold." Scouts, clubs, and other organizations will provide good practice.

See also that your little city slicker has more than a nodding acquaintance with lizards, country dirt, and mosquitoes as well as with what it's like to spend a night away from home.

Or maybe he'll be able to take a short camping trip with friends. Sleeping in a cabin under rough blankets, seeing the sun come up over the water early in the morning, rushing into the lake for a quick dip before breakfast—all these will give any boy or girl a tantalizing foretaste of camp life.

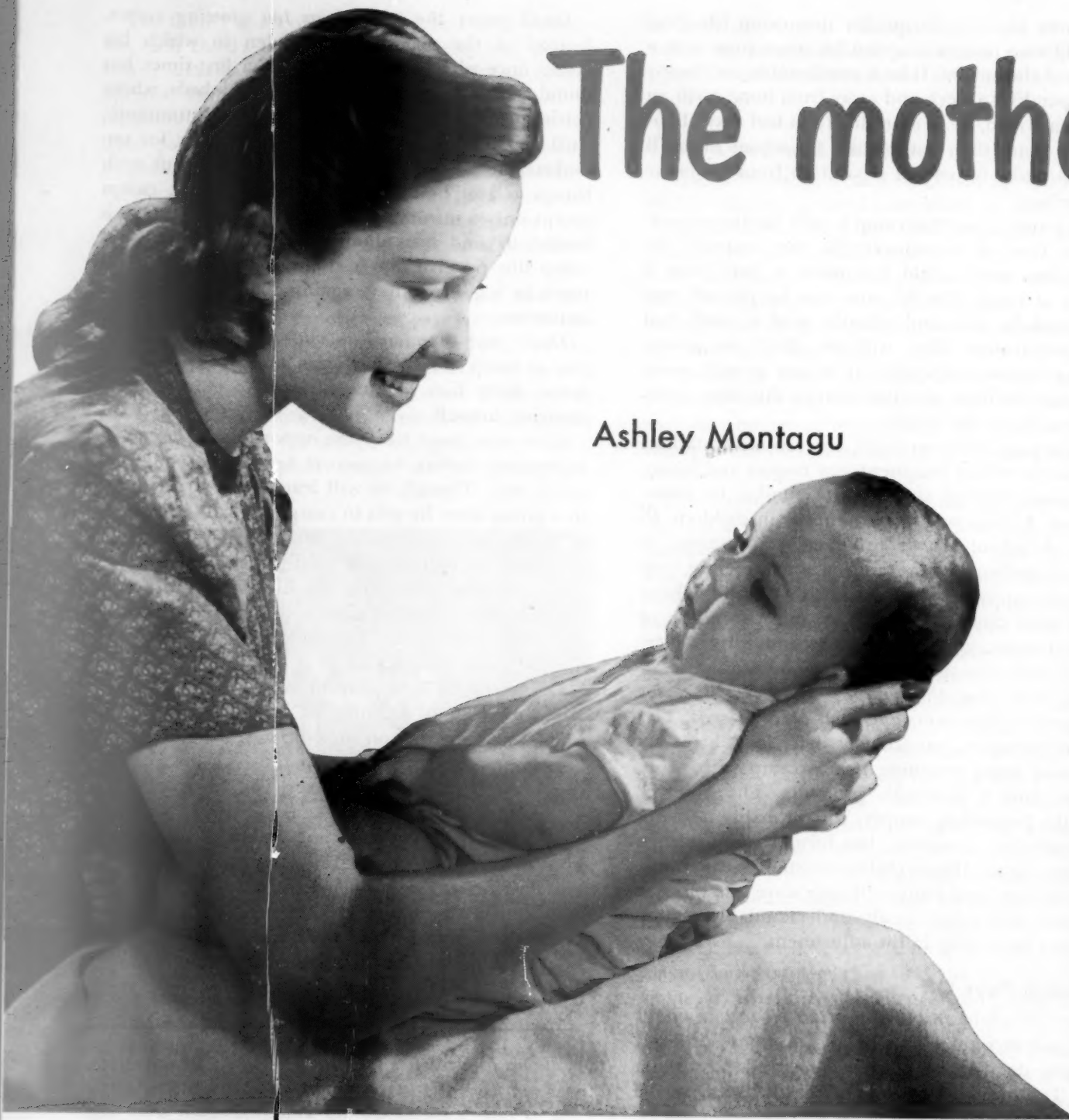
If you devote enough time and thought to this kind of all-round preparation, your child should be looking forward eagerly to his stay at camp and, what's more, to making a go of it. What you can do to continue helping him with this experience while he is at camp will be discussed in the June *National Parent-Teacher*.

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*Helen L. Beck has taught in schools, day nurseries, and camps in Vienna, London, and the United States. She is now a social worker and supervisor with the Community Service Society and in that position works closely with parents and children. Going to Camp was her first book; her second, a guide for parents, is soon to be published.*

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MAY 1 has been set aside by the President as Child Health Day. Health is the fruit of many blessings—good housing, good food, refreshing sleep, and good cheer. And when children's health fails they need all these plus the skilled care that doctors, dentists, and nurses can give. The National Congress of Parents and Teachers has always sought for our children those things that spell good health, and May 1 of this year finds us still working toward that goal.



# The motherf

Ashley Montagu

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IN A RECENT article in *The Saturday Review* ("The Natural Superiority of Women," March 1, 1952) I wrote these words:

"Unless men learn from women how to be more loving and cooperative they will go on making the kind of mess of the world which they have so effectively achieved thus far.

"And this is, of course, where women can realize their power for good in the world, and make their greatest gains. *It is the function of women to teach men how to be human.* Women must not permit themselves to be deviated from this function by those

who tell them that their place is in the home in subservient relation to man. It is, indeed, in the home that the foundations of the kind of world in which we live are laid, and in this sense it will always remain true that the hand that rocks the cradle is the hand that rules the world. And it is in this sense that women must assume the job of making men who will know how to make a world fit for human beings to live in. The greatest single step forward in this direction will be made when women consciously assume this task—the task of teaching their children to be like themselves, loving and cooperative."

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# of mankind

Motherhood, whether physical or spiritual, is a career in which every woman's God-given talents may find expression. The old saying "The hand that rocks the cradle is the hand that rules the world" is based on an eternal truth. The mission of women as mothers and teachers of the young is to learn and teach love. Only as this mission is fulfilled can the world of the future arrive at a realization of the age-old ideals of liberty, equality, and lasting peace.

The editor of the *National Parent-Teacher* has asked me to elaborate upon this passage. As a scientist, a man, a father, and an ex-president of a parent-teacher group, I am grateful for this kind invitation and for the opportunity to do so.

## Motherhood of the Spirit

I believe that the really fundamental discovery, the fundamental scientific discovery that outranks all others of the twentieth century and is of the greatest importance to human beings, is the discovery of the fundamental importance of the mother in personality and character development. Something of the importance of the mother's role in the development of the child—the child that grows into the adult—has been known for centuries. Nevertheless, compared with what is now known as a result of scientific studies of the mother-child relationship, what has been known hitherto was the merest glimpse of the truth.

I would put the essence of these scientific discoveries in a single sentence: *The one thing the child must have in order to live is oxygen, and next in importance to oxygen is mother love.* It matters not whether the mother love comes from the actual biological mother or a substitute for her, so long as what the child receives is the kind of love a mother is biologically equipped to give her child. All women, whether they have ever been mothers or not, are biologically so equipped.

Does not this lessen the distinction between parents and teachers? All parents are teachers, and all teachers can be parents even if biologically they do not produce any children. Teachers can love children as much as parents do, and the way in which both parents and teachers can best be helped to do so is by providing them with a loving, cooperative environment while they are young. Who is most equipped to provide such an environment? The

mother who is able to realize her biological potentialities for loving her children.

We now know that a mother's love for her child is essential not only to his satisfactory psychological development but to his proper physical growth and development as well. This should be no surprise to anyone who understands the meaning of the term "the whole child." The World Health Organization recently published a full analysis of the research done on this subject to date, under the title *Maternal Care and Mental Health*. The analysis was written by John Bowlby, the distinguished English psychiatrist, and is obtainable in this country from Columbia University Press, New York 27, New York. In this very significant WHO report will be found the evidence on which the statements in this article are based. (See also my book, *On Being Human*, published in 1950 by Henry Schuman, New York.)

## The Harvest of Negligence

The facts, briefly, are these: Every child must be loved adequately during the first six years of life. At the moment it is believed that the greatest damage to his development is done if he is not loved from the sixth to the sixteenth month, but there is more than good reason to believe that considerable damage is done to any child who is not adequately loved at any time up to the age of eight and a half years.

The damage takes the form of an inability on the part of the damaged child—as child, as adolescent, and as adult—to love others or to understand the meaning of love, although at the same time there is a deep hunger for love and an extreme dependence on others for the love desired. Such persons have been described as "affectionless characters," "institutional children," "sufferers from affect hunger," and the like. Most of us are acquainted with some of them, children or adults or both. As children they are problems. They try the patience of their parents,





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their brothers and sisters, and their friends. They exhibit no affection and little or no consideration for others. As adults they are the kind of people who, on being introduced, are likely to put a cold, limp hand in the other person's or to crush his fingers so that the skin comes off. Those who react in the latter fashion are trying to compensate for their lack of genuine warmth by a manner that is typically characteristic of the affectionless character—by awkward advances which, because they are so inefficient and so lacking in genuine warmth, are usually rejected. As a result such persons come to hate the very people they want to like and be liked by, which is but another way of saying that hatred is no more than frustrated love.

The world is much too densely populated by such affectionless characters. Their tragedy and the world's tragedy is the fact that, as a consequence of their human deficiencies, such persons often have an inordinate drive to achieve success. Success for them becomes not so much a substitute for love as a drive to achieve love, to command it. They are to be found in great numbers in the ranks of juvenile delinquents, criminals, murderers, and those who have achieved success in socially more acceptable ways. But success in the material sense is too frequently the demonstration of a failure in the humane spiritual sense—that is, in the sense of man's true spirit, the spirit of love. Such persons very largely make the world what it is. And this, I think, is where women can enter upon their true vocation of helping to make the world what it should be.

## Learning and Teaching Love

Women must recognize the incomparable importance of their role as mothers; they must learn not only what a privilege and delight the role of motherhood may be but also what a serious obligation it constitutes. This does not mean that women should ever grow *overly* serious about motherhood. A joyful wisdom, a natural delight, is what is called for. Motherhood is a joy, and its joy is fundamentally natural, even though socially the joy of motherhood may be increased by the knowledge that science has brought to our understanding of it.

Women must realize that the best and quickest way to make this world a better place to live in is to realize the power for the future that lies in their hands. For women are the mothers, the makers, of mankind. To them is entrusted the molding of the most plastic of all creatures, the education of the most educable of all beings, in the practice of humanity. What mankind will become is largely dependent upon the mothers of the world. In regions where the requisite knowledge and opportunity are available, as they are in the United States, the chances of success are good. It therefore becomes a duty incumbent upon everyone who understands the facts to make it possible for mothers to realize their evolutionary destiny—imparting to all mankind the ability to love one another as a mother loves her child.

Peace and good will to all men on earth can be achieved only in this way. Armaments and treaties are necessary for those who have no inner resources to draw upon in relation to their fellow men; if there were no such persons left, outer defenses would become unnecessary. Men who have been pushed around in childhood are likely to push others around when they grow up. Those who have not been loved cannot be reached by love. They understand only hostility, for not to have been loved is to have been frustrated and rendered hostile. These are the abandoned ones of our culture, and few human beings are more pathetic or more dangerous.

I have elsewhere said that to be human is to be in danger. It is the mother who can reduce that danger to a minimum by loving her child, by preparing him emotionally to meet all the calls that will be made upon him as a human being. Not by systematically frustrating him through some misguided notion of discipline but by providing him with the only discipline he will ever need, love, every mother of every child can bequeath immeasurable benefits to generations yet unborn.

*Ashley Montagu heads the department of anthropology at Rutgers University. As scientist, teacher, lecturer, and writer he devotes himself to furthering the cause of man's humanity to man. He produced, wrote, and directed the film One World or None.*



## NOTES FROM THE NEWSFRONT

**May Days and Weeks.**—May 1 is Child Health Day, long given special observance by P.T.A.'s; May 4-11, National and Inter-American Music Week, when harmony of voice and instrument once more remind us of the need for harmony among men. May 11 is Mother's Day; May 18, I Am An American Day. May 30, Memorial Day, is a legal holiday in all but four states. If you are a conscientious "observer," you may also want to celebrate Be Kind to Animals Week, Straw Hat Day, and Let's Go Fishing Week.

**Streamlined Scarecrows.**—Those flimsy twisted metal ribbons that give a festive touch to theater marquees, gas stations, and outdoor displays turn out to have a serious importance for gardeners and farmers. Used as "whirlers" in a field or vegetable patch, their spiral curves reflect the sunlight in such a dazzling fashion that birds and even plundering animals are frightened away.

**Academic Economy.**—While many colleges and universities are hiking their fees, Berea College in Kentucky continues to offer its tuition free. Berea depends on gifts and on its endowment for income, but student industries play a big part in its economy. Every student is expected to work in one of these industries, which include a bakery, a hotel, a candy kitchen, a dairy, a creamery, a farm, a printing shop that puts out the town newspaper and all college literature, and shops for woodcraft, needlecraft, and broomcraft.

**How Many Are We?**—Almost two and a half billion and growing, the UN reports of the world's population. Each morning seventy-five thousand more people turn up at breakfast, a net increase of twenty-eight million a year. The UN admits that these figures are not absolutely accurate, for huge areas have never had a census. But the total is the best official estimate we have.

**Across the World's Highways.**—Uncle Sam is sending about fifteen hundred of his nieces and nephews—students, teachers, scientists, community leaders, and others—abroad this year to spread knowledge of U.S. culture. But the travel isn't all one way. Uncle Sam has invited about ten thousand foreign students, teachers, businessmen, and journalists to come to these shores.

**Traveling Books.**—The little boats that regularly come to coastal villages in southeast Alaska are carrying a new cargo these days. Alongside stores of food and clothing lie book packages from Alaska's first traveling library. But readers in isolated inland villages are not going to be slighted. They will soon get books by plane and dog team.

**Arms Up? Arms Down!**—Shoulders ache? Hands discolored or swollen? Check your sleeping habits. Sleeping with your arms above your head can cause these discomforts, doctors

have found, because the position may constrict the arteries in your arms and interfere with circulation. Painful symptoms of fifty-two patients disappeared when they corrected this habit.

**Noxious Nicotine?**—Deaths from lung cancer jumped from 6,732 in 1938 to 16,450 in 1948—or 144 per cent. During the same period deaths from all types of cancer rose only 31 per cent. Some doctors believe that the increased number of deaths from lung cancer is linked with the increased use of tobacco. They caution heavy smokers who are past forty to have a chest X ray every six to twelve months.

**Shopping Tip.**—If you're buying a car or a school bus don't let tinted windshields tempt you, warns the Institute of Transportation at the University of California. Tests show that drivers looking through ordinary glass can spot objects forty to a hundred feet farther away than they can through tinted glass.

**Generous Support Needed.**—More than half a million Americans have cerebral palsy, a malady caused by damage to cells that give orders to the muscles. United Cerebral Palsy, an organization dedicated to helping those who suffer from this handicap, needs five million dollars to carry on its work in the coming year. This fund drive will continue throughout May.

**People and Pence.**—Several thousand parents in Illinois were recently asked to rate fourteen improvements they would like to see in the schools. Most parents asked for greater emphasis on teaching pupils to get along with others. A close second was more stress on the wise use of money.

**Playtime Guide.**—Vacation days may hang heavy on children's hands if the family has no plans for the summer, but this year the children of one Texas town won't have any trouble thinking of things to do. A teacher has conceived the idea of preparing a guide to youngsters' summer activities, assisted by her fellow teachers, recreation authorities, and the students themselves. The guide will include the names of books, radio and TV programs, movies and plays, and near-by places to visit—museums, art galleries, historic spots, and play areas.

### A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 6-52, this means that your subscription will expire with the June *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the September issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

FOR THE

# Spirit's Hunger



## Holding Fast to the Dream

Charge an idea with emotion and it becomes an ideal. Let it be big enough, and the emotion strong enough, and men will pursue it with passion—if need be, die for it. This they know who dream of ruling the world, whether by force or by the winning of men to the ways of peace.

Bonaro W. Overstreet

*They shall beat their swords into plowshares, and their spears into pruninghooks; nation shall not lift up sword against nation, neither shall they learn war any more. ISAIAH 2:4 (King James translation)*

NO MORE important distinction can be made among human beings than that between the person who merely lives and the one who lives *for*—or, in more drastic circumstances, between the person who merely dies and the one who dies *for*.

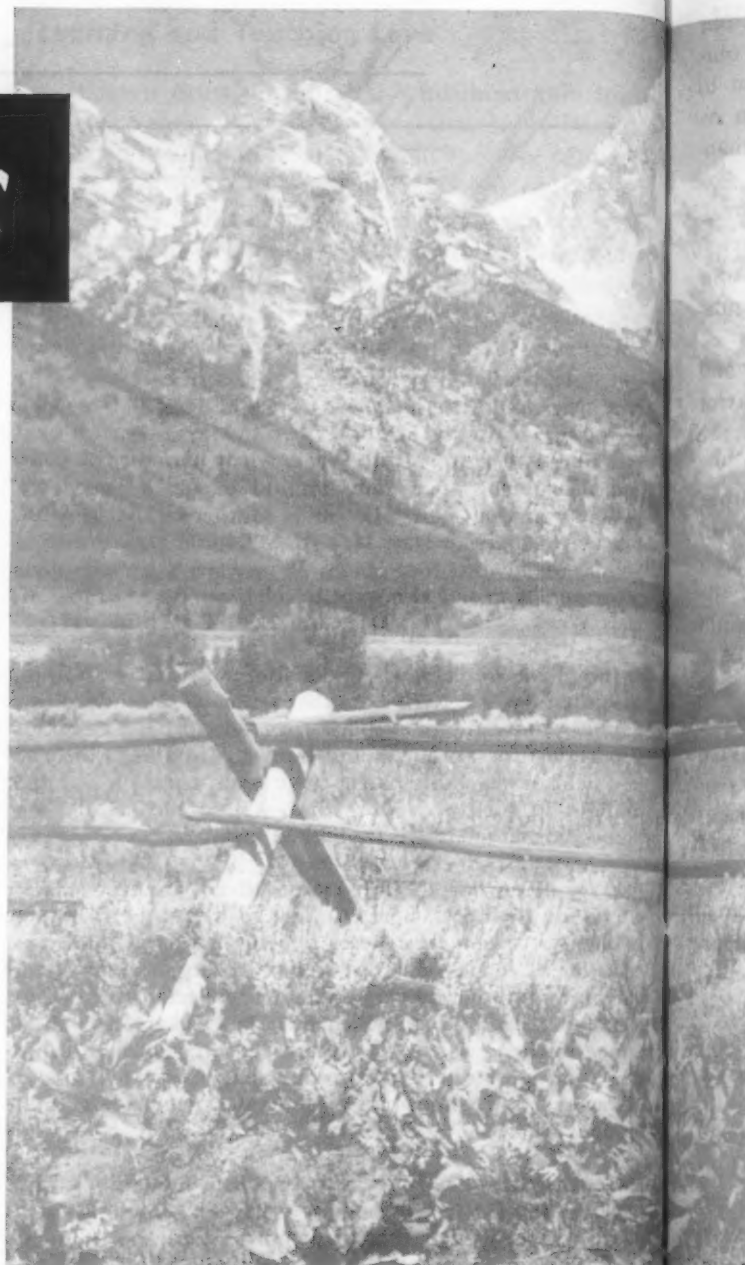
Vachel Lindsay, in his poem "The Leaden-Eyed," has tersely summarized the plight of the many millions for whom life is nothing more than a span of hard-pressed years between birth and death:

*Not that they starve, but starve so dreamlessly,  
Not that they sow, but that they seldom reap,  
Not that they serve, but have no gods to serve,  
Not that they die, but that they die like sheep.*

He is writing of those who never have a chance to lift their eyes from the scrabbling pursuit of bare necessities, who work to stay alive to work to stay

alive. If we think of the planet as a whole—and it is too late in history, now, to risk thinking of it in part—we know that these constitute the majority of human beings. Unless we are willing, therefore, to have the future of man cut to the pattern of their constricted seeing, we know that their plight cannot be erased from our working agenda until something is done about it.

But physical poverty, we have come to realize, is not the only thing that kills the gleam. Emotional poverty has the same effect. Among the tragic and wasted we have to number not only the leaden-eyed, whose tired lids droop heavily over eyes dulled by fatigue, but also the hard-eyed, the calculating-eyed, the complacent-eyed, the empty-eyed, the predatory-eyed, the spiteful-eyed. They may be rich or poor, of any race or nation. They may profess any religion







H. Armstrong Roberts

—or none. But because they do not see beyond themselves they do not see anything.

They may have eyes, in Edwin Arlington Robinson's phrase, "like little dollars in the dark" or, in Maxwell Bodenheim's phrase, "like burnt-out cigars." But they have no vision. Therefore they perish, and the individuals and institutions upon which they work a dominating influence perish likewise, even though they go on existing.

### How the Future Molds the Present

We have said it so often in these articles that we scarcely need to repeat it: *The human being fulfills himself by living beyond himself.* He saves his life by losing it. There is no other way.

So far, however, we have chiefly stressed our need to live beyond ourselves, as it were, *in space*, to let

our interests, skills, and affections find their focus outside our skin-enclosed selves. Here we want to examine a different need that no less deeply marks our nature: that of living beyond ourselves *in time*, letting our interests, skills, and affections find a creative focus in the human future.

We know in our private lives the importance of having plans. We know that many times such plans are what make us move energetically when we would otherwise slump into listlessness. We know that they sustain our hopes in the face of setbacks and disappointments and that it is largely in their behalf that we discipline those impulses toward self-indulgence which, if they had their own way, would gradually reduce us to a kind of psychic pulp. We know further that they are what chiefly holds us to a rational use of our resources and prevents our slip-

ping into the habits of the miser or the spendthrift.

In brief, the individual who has no personal plans or ambitions remains curiously unformed, as though he were only raw material for a personality. But the individual whose only reach toward the future is that dictated by his personal plans and ambitions is, psychologically speaking, in no less perilous a state. He becomes, all too often, not only formed but deformed—a distorted and ruthless member of society.

This type of individual, in fact, is an increasingly familiar figure in the psychiatrist's office and the mental hospital. As he permits his vision of life to be trimmed down to the size of his own relentless ambition, he becomes more and more prone to use other people as means to his own ends. Thus using his human fellows and discarding them when they are no longer useful, he unwittingly cuts himself off from the emotional sustenance without which no human being can thrive. He denies himself a normal share of fellowship, affection, and understanding. In consequence he feels ever more isolated and insecure and therefore ever more driven in his pursuit of power. The common conclusion of this process, as medical and psychiatric records testify, is breakdown.

Each of us, in short, if he is to take shape as a personality without becoming misshapen, needs to be doubly oriented toward the future—through personal plans and through those plans for mankind that we variously name the *vision*, the *dream*, the *ideal*.

### Dreams To Live By—A Threefold Test

If one kind of ideal, one kind of projection into the human future, were as good as another we could drop the matter here. Obviously, however, such is not the case. The area of vision, like every other area of our experience, is one that requires us to seek out bases for judgment, to set up standards of choice and rejection. Emphatically this is the case today, when competition for the future is tearing the world apart and when many of those whose energies are deeply needed can seem to find no sufficient reason for doing anything in particular.

By what yardstick can we measure an ideal—and in measuring it measure also the integrity of our interest in it, so that we will know whether or not we are simply mouthing words when we profess our hope for mankind?

First of all, if it is to have an animating and integrating effect upon our lives, an ideal should be realistic enough so that we can perform actions consistent with it every day, wherever we are. When things press too close, we may derive a certain recuperative serenity from dreaming of "an house not made with hands, eternal in the heavens." But as long as our home is on earth our homework consists of building a house for man, a society for man, that is made with human hands and minds and that, though not eternal, has about it a certain flexible durability.

Here we might ponder for an added moment our earlier observation that we need to live beyond ourselves in both space and time, both in relation to what is around us at any given moment and in relation to what we would like to have around mankind in the long-range future.

In this fact we discover the basis for idealistic realism or realistic idealism, whichever term we prefer. Mental and emotional soundness requires that our outreach in space and our outreach in time be fundamentally the same gesture. If we want to feel whole—which is the prerequisite of both inner peace and outer integrity of action—then our present behavior must be consistent with the type of behavior we would like to have more of in the future.

The words we say to our own child, for example, when he tramps mud into the kitchen, or the words we say about a neighbor who has won over us in a club election, must have in them some trace of the dream. They must somehow reflect the way we would like human beings to speak to one another and about one another. All ideals must be suspect if they are so far removed from any present reality that we can see nothing to do in their behalf. It is, in fact, the peculiar glory of our spiritual tradition that it is cast in terms of workaday instruments like plows and pruninghooks and of workaday relationships like those of parent and child, neighbor and neighbor, nation and nation.

In the second place, if an ideal is to escape the reproach of being simply disguised special interest, it must be inclusive. It must help us to escape from our prejudices and partisanship and to envision mankind as one in good will: "Nation shall not lift up sword against nation."

Finally, an ideal must be positively and creatively on the side of the good. It must not be limited to the overcoming of evil. It is not enough for the swords and spears of destruction to be themselves destroyed. Out of them must come the plowshares and pruninghooks. Or, to speak in the language of our own day, it is not enough to limit armaments or to outlaw weapons of annihilation. Nothing is enough except the building up of those positive resources—agricultural, technological, educational, and medical—that will enable people everywhere to establish a soundly productive relationship to the planet that is their home and that will enable them, through many ventures in good will, to learn the high art of looking at one another with friendly eyes.

No one of us knows today, in this world of hatreds unleashed, whether or not he will be allowed to live out his normal span of years and die a normal death. While we live, however, we can still give meaning to our days by exercising man's unalienable right to live *for*—and, if need be, to die *for*—a future in which human beings everywhere will have a better chance to fulfill the promise of their humanhood.

## WHAT'S HAPPENING IN Education?



● *This summer I plan to make a long trip through the West with my wife and two boys. We expect to visit the major national parks and places of historical interest. Does any university give credit for travel of this kind?*—A. R. D.

None that I know of. At least 110 colleges and universities give credit for off-campus field trips, but these are group study tours led by qualified instructors. However, there are two types of credit for travel now generally available. Both are valuable to the teacher. One is academic credit for study tours listed in college and university catalogues. The other is called professional credit. As you know, most school systems insist that teachers continue to grow professionally and to refresh their knowledge and methods. To encourage this growth, boards of education give teachers credit for various activities—professional credit that raises one's salary or keeps one's teaching certificate acceptable.

Number one among the activities accepted as evidence of professional growth is attendance at summer school. Next in line comes travel. Such travel may be either study tour travel for academic credit or independent travel. Thus, your proposed "independent travel" tour of the West may be acceptable for professional growth credits. Inquire of your local board of education. One Missouri board believes so strongly that teachers should continually improve themselves that it grants a hundred dollars toward summer school or travel expenses in addition to the credit.

How much credit? At its recent meeting the National Council for Educational Travel recommended one semester hour for each week of travel. Six weeks' travel would give you six semester hours of academic or professional credit.

To receive professional credit for independent travel one must do more than go down East for a two-week visit with Aunt Minnie. Most boards of education that recognize such credit generally ask that the teacher file in advance a statement indicating the nature of his travel plans and how he expects to apply the experience in the classroom or community. Travel deemed worthy of professional

credit must usually take one out of the country or to some distant region of the United States. The teacher outlines plans to collect material for the classroom, for the P.T.A., and for other community groups. He declares his intention of taking photographs or motion pictures, gathering material for articles or talks, collecting brochures, maps, and so on. Sometimes a report is required by the board.

Top school administrators like Superintendent Herold C. Hunt of Chicago strongly urge teachers to travel, credit or no credit. They believe that the happiest and most successful teachers are those with a broad general education, and there is nothing like travel to contribute to one's general education. They know that students accept as an authority the teacher who can say "I was there." They know that the traveled teacher enjoys greater prestige with parents. As William G. Carr, secretary-elect of the National Education Association, said to me, "Even if a teacher has taken nothing more than the American Express sight-seeing tours in London, Paris, and Venice, she returns a greatly changed person—and a better teacher."

Opportunities for travel at moderate rates are better in 1952 than in any year since the war. Transatlantic air coach fares to Europe begin May 1. More low-cost steamer space is available. More universities and other agencies offer specialized study tours. Everywhere in the U.S. and in neighbor countries the welcome mat has been rolled out for school-teachers.

● *Do you think children should be permitted to discuss things like politics in the classroom? Don't you believe that it would be better for them to use their classroom hours studying about the Pilgrims or the pioneers? They are too young to know what they are talking about when it comes to politics or labor questions. If they get a sound grounding in the fundamentals they will be ready for current problems when they get to college.*—MRS. L. A. D.

Are you sure you want to discuss this issue? Perhaps your mind is made up. If not, let's look at a few facts. Only about 15 per cent of our youth go to



college, so if we put off discussing live current problems in school until students get to college, 85 per cent of them will never have a chance to learn the give-and-take of democratic discussion under a skilled leader.

Have you ever looked at the ages of the founding fathers when they started on their careers? Many were in their late teens or early twenties. They thrived on discussion. There seems no good reason why today's youth should not have the experience that will enable them also to discuss the crucial questions of their time.

As an alternative you would have them study about the past. Well, there's nothing wrong with study except that many authorities now agree that good citizens, like good bricklayers and good doctors and nurses, learn by experience as well as by study. If a fair and square discussion of current issues is essential to good democratic citizenship, then experience and skill in discussion must be learned. Discussion of issues is something more than shooting off one's mouth. It calls for logical and clear thinking, calm tempers, and regard for the facts. This is no easy skill, you will agree, so the time and place to begin is in the classroom, where the teacher can introduce participants to the ground rules.

I can hear you ask, "When? In the first grade?" Probably not. I recently heard a superintendent of a large city say he found a third-grade class discussing public housing. He said he thought these children were probably ready to discuss houses, but ideas about public and private housing could wait until they were ready to grasp them.

So it seems to me (and this is well-accepted practice) that (1) experience in discussion of current issues should be provided for every school child and (2) the subjects for discussion should be introduced as early as the children can handle them intelligently.

Makes me think of the story of the substitute teacher who tried to teach about Andrew Jackson's election on the day General MacArthur was relieved of his command. Her class rocked with pro and con views of MacArthur. Just about the time she forced students to return to Jackson the principal walked in. When he found out what happened he criticized the teacher roundly for not taking advantage of the "news break" as motivation for a lesson in the powers of the President. The poor substitute will never forget that black day!

Because discussion in the schools can in itself be a hot issue some boards of education vote proper limits for it. Cincinnati has a code, and I hear that superintendents in other large cities now have such a code under consideration. This is promising. Teachers, boards of education, and children need to know the accepted community rules for discussion of current issues in the classroom. They need

protection against those who may wish, on occasion, to deny them the right to learn a skill basic to democratic citizenship.

• *I am chairman of the book committee of our P.T.A. This is a small school, elementary grades only. We have a little money to buy books, some of it from the board of education and the rest from a benefit. Books cost so much now, I'd like to have some help in preparing a report on what to buy.*  
—MRS. J. M. C.

Personal advice from someone you can talk to is usually best. Try your state librarian or university library school. If they can't help they will direct you to someone who can.

Then there are lists. Of the making of book lists there is no end. And like lists of recommended radio programs, people heartily approve of them but seldom turn to them. However, there is one new list you will want to look at—*A Basic Book Collection for Elementary Grades*, available for two dollars from the American Library Association, 50 East Huron Street, Chicago 11, Illinois. It was compiled by a joint committee of this and that, too numerous to mention. All very good people.

*A Basic Book Collection* isn't too large to be overpowering. It lists about one thousand titles, with descriptions. Figures show the grade levels at which the books may be used. Moreover, this isn't as old-fogeyish as some lists I've seen. In fact, one third of all the titles have appeared since 1945. You will find pages and pages of fiction, also a long list of picture books and easy-reading books. This is all to the good because young children like fiction as much as their parents. (Different kind, of course.)

Any user of such a list will tingle pleasantly with indignation at the omission of his favorites. Why, I'd like to know, did this joint committee jointly overlook *The Earth for Sam*? And the Oz books? Librarians must have something against the Wizard of Oz. Why, I wonder? Nor do I find enough science fiction. Today's youth—boys especially—thrill to the imminent possibilities of interplanetary travel. Never has it been so feasible to dream boldly.

The head of a high school English department complained to me recently about the high cost of classics. Most new cloth-bound editions sold for school use are now priced at more than a dollar. (Publishers deplore the prices, but what can they do?) He was busily buying up stocks of paper-backed classics at twenty-five cents each.

One final point on that list mentioned earlier: If you can't find what you want in it, note its generous references to other lists of books children will like to read (their elders hope). What do librarians do when they go to heaven—go on knitting bibliographies?  
—WILLIAM D. BOUTWELL



Jane P. Renshaw

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They ask for money—a dime here, a quarter there—but what is it children really want? Candy sometimes, and pretty nothings sometimes, but most of all the fun of getting and having and sharing and swapping, of counting and weighing and deciding, of creating and contriving. Let's help them grow by giving them this kind of fun—and enjoying it with them.

FROM THE moment we moved into our drafty Victorian mansion my husband and I had no choice. Our gifts to our children had to be minutes, not things. Our strict budget did not permit mechanical toys for rainy days or lollipops for tantrums. But converting stove cartons into playhouses and making up "smile" games in the kitchen was an investment of leisure time we *could* afford.

Our first Christmas in the shabby old house, when Charlotte was seven and Linda was three, promised to be a poor affair by department store standards. But early in December we set our memories and creative powers to work to produce a glistening tree. What about the popcorn and cranberry strings that had festooned Grandma's tree? What about gilded

walnuts and painted pine cones? Craft books at the library yielded more suggestions for decorations.

From then on we had no time to press our noses wistfully against toy-store windows. Charlotte was learning the art of threading a needle. Linda was wielding a paintbrush for the first time. Daddy's was the master hand that drove the nail in the walnut so that it would hang on the tree. Mommie rolled out wallpaper cleaner like pie crust, for the little figures that the girls fashioned with cookie cutters and later painted after they were dry. And for everyone there was the fun of popping corn over an open fireplace. Playmates didn't wonder "What shall we do?" at our house that December.

It was the most Christmasy Christmas we ever had.

## Minutes, Not Pennies. Count with Children



By the twenty-sixth of December we were planning what new and better ornaments we would make the following year. And when next year came we did carry out our plans, sharing the fun with the whole neighborhood! On Charlotte's eighth birthday, the third of December, we gave a Get-Ready-for-Christmas party. The young guests liked the things they took home—the decorated cookies, the tree ornaments, and the painted boxes they themselves had made—better than any ten-cent store favors.



### Imagination to the Rescue

Being short on cash didn't end after the Christmas bills were paid. As our girls kept on growing and needing new play experiences, we again invested minutes, this time in Saturday jaunts to the library, where we found a splendid selection of books for our story hour. Those that completely won our hearts were put on birthday lists as musts. For the "just once" volumes we had neither money nor shelf space, though we enjoyed reading many of them.

We found that games, too, could be "bought" with minutes. Tossing small blocks into muffin pans and looping jar rubbers over a crude nail board produced as many cheers for a good shot as more elaborate games of skill. A study of family-fun books renewed Mommie's and Daddy's acquaintance with thinking games. "I see something red" and "Dumb Crambo" were good mental exercise around the dinner table on Friday nights or on a cross-country auto trip.

As for dramatics, it was the discarded clothing in the attic that stimulated the best versions of *Cinderella* or *A Day at School*. No skimpy store costumes could compete with Mommie's old high heels and out-of-fashion evening dresses. When one cotton

bandanna became in turn a pirate's cap, a cowboy's neckerchief, a highwayman's mask, and a princess' sash, we knew our girls were developing ingenuity.

For outdoor equipment Daddy went snooping in the cellar and came up with a large wooden carton in which our pictures and mirrors had been packed for moving. With the addition of a nail here and there, that carton served as a sandbox for two summers. Then Charlotte turned it upside down on a fallen tree trunk and had a rustic shelter, snug during summer showers and cool for picnic lunches. The cellar also yielded a plank for a rope swing and crates that, put together, made a climber for Linda.

The minutes we shared in the garden also yielded a crop of playthings. Hollyhock blossoms, turned upside down and fitted with a smaller bud for a hat, became piquant dancers on the back of the hand or doll house tenants for an afternoon. For a while the caterpillar discovered in Daddy's cornfield was as beloved a pet as our two kittens. Both girls took on the role of food provider for "Crawley," experimenting with one leaf after another to find one that their pet liked to munch. It was Charlotte who shoved the forked twig down in the glass jar in hopes that Crawley would spin a cocoon. Then Linda had to learn all about the process of hibernation and change. Much as she wanted a butterfly, she broke into the spinning process every day to give the caterpillar a squeeze or a run on the rug. His life was brief but filled with love.

Soon every holiday and party became an excuse for family projects. Invitations and favors were rarely bought but were devised to suit the occasion, as was the entertainment, with the props and costumes. Charlotte helped to dye the suit of long woolen underwear that became her Purple Cow costume for Halloween. Linda and one of her playmates painted the carton out of which she popped as a jack-in-the-box. Charlotte made the construction paper letters which we pasted on, and rolled the woolen pompons for the front of Linda's pajamas that served as a clown suit.

Even when our minutes were assigned to work, we tried to stretch them to include our daughters. What if we did have to go over the filigree of our silver after Charlotte's first polishing? She was so absorbed in the job and so proud of the results that it was worth the extra labor. Cake baking took much longer when our oldest creamed the shortening and sugar and our youngest shook the sifter, but they took two steps forward in a lifetime job. The mess in the kitchen was terrific after a pie-making session, but working with the dough was as important to them as playing baseball or watching television.

It was not always easy to pause in the middle of an ironing assignment and push the heat regulator back two notches or to guide unskilled hands through the pressing of a batch of doll's clothes. But today



our nine-year-old is able to iron the family handkerchiefs, underwear, and pajamas. As for bed making, table setting, and dusting, she learned them all because she wanted to share in what Mommie was doing.

Daddy too began sharing his homework with the girls. When they "helped" it took much longer to drill the holes in the garden for bean and corn seeds, but we harvested a healthy enthusiasm for vegetables. The children's span of interest was never long enough to ruin any painting or sandpapering job, and they did learn a little about such household arts. Leaf raking, snow shoveling, and berry picking were, and are, family activities.

Sharing moments with children was such a heart-tingling way to live that it could not be confined to our own home, so Mommie inaugurated a monthly story hour down at the public library. To be the first person to read Kipling's *Elephant's Child* to twenty-five children was an experience indeed. To introduce them to King Midas and Bartholomew Cubbins, to Mary Poppins and Robin Hood was a rare privilege.

Sunday school teaching offered another opportunity to grow younger and richer by working with boys and girls. It was fun to sing the good old hymns and read from the Bible together. We made costumes, built scenery, and acted out the Hebrew stories. Again we strung cranberries and used nature's material for decorations in building a Sukkoth booth for the Thanksgiving celebration.

### Day Camp, Home Style

The play needs of our own two, combined with the pleasure derived from story hour and Sunday school, gave me courage to start something new in the community last summer. Our elder daughter was definitely ready for camp, but our pocketbook would not cover even two weeks away from home. Linda had become so gregarious that sometimes we were confused as to which popsicle-smearing playmate we were meeting on the back stairs. To an old camp counselor the whole situation added up to a day camp—a play group with adult supervision.

A vacant field was available for the experiment, and the local Y.M.C.A. gym could be used on rainy days. At first the community was indifferent, but eventually a certain number of working or nerve-weary parents were willing to farm out their children for summer mornings or even a whole playing day.

The hours of preparation for day camp were exhilarating for our youngsters. Eagerly they washed the tin cans and plastic cheese containers that we had been hoarding. Delightedly they tried on old evening dresses and outmoded hats that were donated for the costume box. They rode down to the vacant lot with Daddy and watched him saw up a fallen telephone pole to make the sides of the sandbox.

Their eager eyes followed the adjusting of the inner tube swing and the homemade seesaw. They were tingling with excitement as the first red-letter Monday approached.

Thirty-three youngsters, aged five to ten, reported. The playground must have been a baffling sight to them. At school they were used to plenty of up-to-date equipment, to classrooms prepared in advance for their projects. But at day camp they were expected to lug out packing boxes, paints, and sports equipment from the "Y" and set up their own workshop. The tall grass had been cut but not raked, and they could not run or play baseball until the field was cleared of dry grass.

The younger group began stirring paint enthusiastically. At the end of the first hour they had an assortment of brightly painted tin cans that would be ready the next day for playing in the sandbox. The older ones raked vigorously for a while. Then the temptation of the mounded hay became too much. They organized running and leaping games to get buried in the tickly stuff. Those who were still baseball-minded got the space cleared for a diamond and filled sacks with sand to make bases.

### No Boredom for the Busy

Of course they needed the guidance furnished by the two teen-aged assistants. We were the ones who showed them how to drain a paintbrush and cut crepe paper so it would stretch. It was we who told the stories when everyone was too hot for more running, we who planned the trips to the frozen food locker and the fly spray factory. For camp-fire time we supplied game ideas and taught new songs.

We leaders had no leisure moments, but fortunately we never had to become policemen. The children forgot mischief because they were busy doing what they wanted to do. Since we didn't force our ideas on them, they came to us for counsel eagerly.

Day camp ran for seven successful weeks, and many of the benefits were lasting, especially the social ones. Prekindergartners were eased into the group situation gradually. Children without neighbors their own age were able to be part of a baseball team or act in a play. Sharing became a fixed habit because materials were not abundant. And of course Charlotte and Linda profited with the other campers.

My husband and I will never be sorry we had to give our daughters the gift of ourselves and our time instead of things. Why did we ever worry about our lack of pennies? With children it's the shared minutes that count.

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*Jane P. Renshaw has been a teacher and the head counselor of a children's home as well as the busy mother whose full life she describes in this article. She is a writer of stories and articles for young people and is president of her local P.T.A.*



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## ON THE WAY TO

# Migraine

*The habitual and overpowering headache known as migraine is scarcely a thing any parent would wish to bequeath to a child. Yet migraine appears to be one of the many physical afflictions that are found to be based on mental and emotional disturbances in childhood. Since the tendency is greater in some children than in others, it behooves all parents and teachers to understand its nature and take precautions against it.*

### A. R. Furmanski, M.D.

WHAT CAUSES migraine headache, that dreaded affliction that so often descends on its victims without warning and subjects them to exhausting pain? A recent study of one hundred sufferers has yielded some pertinent information about the kind of children who are likely to suffer migraine as adults.

When we applied our knowledge of personality development to these hundred cases we found that the following sequence of childhood events formed this pattern: *First*, a child is born with strong needs for love and self-assertion. *Second*, he acquires an exaggerated sense of these needs by frustrations that he undergoes during his first three years. Then, *third*, an unusually strict conscience develops, which does not permit him a reasonable expression of his resentment. *Fourth*, when his needs for love and self-assertion are further frustrated, resentment—denied adequate expression—accumulates and produces, *fifth*, an "internal rage" reaction, of which the characteristic migraine headache is a part.

Since the first three of these steps toward migraine are taken during childhood and the journey is completed before adulthood in four out of every ten cases, parents and teachers need to be aware of potential pitfalls as they guide their growing children. This article is concerned primarily with what can be done to modify the ways of living that may produce harm.

#### The Need for Love

One fundamental fact that must be recognized is that children vary in their emotional needs. A system of training that is successful with one child can be ineffectual or even disastrous with another. For example, in a family run by very strict standards of discipline a child who is predominantly sensitive to love will learn to obey quickly but will present a feeding problem if he is not given love and approval in return. In contrast, a predominantly strong-willed child will learn to obey very slowly and will not



seem to be influenced by either love or its absence. Neither child is at fault. Rather, the authoritarian system used by well-meaning parents is at fault.

Such a system teaches that obedience is the chief virtue in life. No one must challenge the authority of the family head. Life must follow a rigid set of rules, and no mistakes are tolerated. There is only one way—the way you are commanded to go. If you disobey you will be punished. Emotions are unpredictable and so have to be curtailed. Rearing each child according to his individual needs is foreign to this philosophy. Contrariwise, the humanistic system teaches that happiness is the object of life and that this can be attained through love, tolerance, freedom, equality, and compassion. Such a system will automatically adjust the parents' attitudes to the child's needs.

A youngster who is both sensitive to love and also strong willed will have a particularly complicated pattern of development. This was the case with those hundred victims of migraine. Their experiences give fair warning that changes need to be made in bringing up children of this type.

Parents can suspect a strong love instinct in a child who has a persistent need to suck, frequent desires to be coddled and kissed, a large appetite for praise and approval, a readiness to develop feeding problems, immediate disappointment and apprehensiveness when love is withheld, and a tendency toward jealousy and selfishness when love has to be shared. Frustration of his need for love and approval in his first three years will lead to an exaggerated need for love throughout the rest of his life.

In the migraine group we studied, one of every two patients had an affectionate mother, and one of every three had an affectionate father. But only one of every five had both a father and a mother who showed affection. Some patients could not recall ever having been kissed by their mothers.

Many had fathers who spent very little time with their children—fathers who were "too busy" or uninterested or believed that child rearing was "a woman's job." Yet for proper emotional development a child must be sure of love from both parents. A gift now and then, a caress, a story, a word of praise, a game together, or a sympathetic listening ear will satisfy his needs for love. Surely this is not too much to ask of any parent!

Children encounter another frustration when their parents demand standards of performance and obedience far beyond the child's capacity and thus make it difficult or impossible for him to win their love and approval. Probably the commonest mistake is judging a two- or three-year-old child by adult standards, especially as to promptness of obedience, postponement of satisfactions, persistence of endeavor, and ability to learn, reason, and remember.

Eight out of nine patients studied had at least one parent who held such standards; many had both.

It is significant that 99 per cent of the migraine victims had experienced one or the other of these patterns of frustration as a direct result of unsatisfied love in early childhood. With such a background it was no surprise that every patient in the group felt an exaggerated need for love as an adult.

Children with strong love instincts at the age of three start to make strong attachments to the parent of the opposite sex. The favored parent should respond to these attentions mildly but amiably. The other parent should be patient and tolerant of the jealousy and anger the child inevitably feels at this age. If the youngster is too sternly curbed by either parent, a marked resentment will be associated with the sexual instinct, and severe sexual inhibitions will appear in adult life. Only one out of four patients in our group had this misfortune—a good average when we consider their complicated development.

### The Need for Expression

The child with a strongly self-assertive instinct can be recognized by his persistent reluctance to accept any curbs on his will. Weaning, bladder and bowel training, and the teaching of obedience may be difficult if these tasks are presented to him too quickly, too forcefully, and too constantly. Such a child has to be led, not pushed. His parents need to develop much patience and the art of maneuvering him into doing what they wish, at the same time making him feel he is doing what *he* wants.

All children have an innate capacity for compliance that can be developed through feelings of being "grown up like Mother and Daddy" or being like anything they admire. The child will not object too much to guidance and reasonable restraint upon his will if these goals are pointed out—with consideration for his level of understanding, the amount of frustration he will feel, and what he needs as compensation to dull the pain.

Unfortunately too many parents believe that a lenient policy will spoil a two- or three-year-old and that he will grow up untrained, irresponsible, and incorrigible. Often they are afraid of what neighbors and relatives will say and hence banish "that psychological stuff" to the Siberia of derision. Or they may confuse lenient discipline with no discipline at all and swing to the opposite extreme. Leniency in parents is not a sign of weakness but of maturity.

As has been mentioned, the parents of our migraine patients believed in the type of discipline that exacts strict obedience and conformity. The children's hostile feelings toward their parents accumulated but were doomed to suppression, since the children—self-willed as they were—had to win their parents' love to satisfy their strong need for it. The migraine



patients kept their resentment "underground," where it produced an exaggeration of self-assertion. This was expressed in a sensitiveness to injustice, unfairness, interference, and infringements of their rights.

Between the ages of three and six the child develops a conscience, based on his parents' own standards. In our study it appeared that very few parents permitted their children to express any of the hostility a child will naturally feel toward his parents at one time or another. Rather it was emphasized in many ways that showing or feeling anger toward one's father or mother was "bad."

Forty-nine per cent of the migraine patients showed their anger to no one; another 44 per cent to only a selected few. Since life's frustrations produce a steady flow of resentments, especially to people of the type afflicted with migraine, this restriction set by the conscience on the reasonable expression of anger is a serious handicap.

### The Need for Understanding

One of the greatest contributions parents of these children can make is to teach them that anger toward people we love is something we all experience, as natural as eating and sleeping. Allowing the child to express a reasonable degree of anger to his parents will give him a safety spillway for his pent-up resentment, so that only severe restrictions in later life will bring on migraine. Even then treatment will be much easier and more successful. It is the person whose conscience will not let him consciously admit his hostility who most resists psychiatric treatment.

If a child's conscience follows the doctrine that anger is bad (93 per cent of our group had felt so as children) he will be forced to act in direct opposition to his feelings, to make sure that the prohibited emotions are not expressed. Rebellion changes into compliance, hostility to tenderness, selfishness to altruism, jealousy to magnanimity. These reactive character traits are typical of persons who suffer from migraine and are often confused with similar "true" traits that arise from the love instinct. A truly easygoing person is relaxed and carefree. One whose easygoingness is only a veneer is tense and cautious. He needs a great deal of energy to maintain the traits that are accumulated by the forbidden emotions, and therefore he is further handicapped by periodic tension, fatigue, and anxiety. All our patients had such symptoms in varying degrees.

After a child has taken the first three steps on the way to migraine, the rest is all downhill. He needs now only further frustrations to complete the trip. In some cases these are supplied when the child goes to school. An unusually strict and reserved teacher frustrates both his need for love and his need for self-assertion. On the other hand, a teacher who avoids criticizing him, gives him praise and encouragement, and tempers the necessary discipline

with judicious compromise can make up for some of the inadequacies at home.

The time when frustrations come thick and fast is adolescence. It is natural for teen-agers to increase in self-assertiveness, but parents and teachers too often fail to ease their restrictions in proportion to the adolescent's new needs for self-determination. This constitutes the major pattern of frustration. There are others, however: the emergence of further love needs (as shown by the desire to be popular and admired) and the inability to gratify them; conflicts and frustrations over the development of



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the sex instinct; and thwarted impulses in preparing for a career.

With the end of adolescence comes emancipation from parents. The world is sometimes a better master, sometimes a worse one. Few people have the good luck to avoid the many pitfalls to which their sensitive natures make them susceptible. It is ironic that parents of the migraine type may continue to rear their children as they themselves were reared; so does misery beget misery. Perhaps this article will help some of them to learn how *not* to lead their children down the way to migraine.

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## LOOKING INTO LEGISLATION

Ethel G. Brown

*National Chairman, Committee on Legislation*

AMERICANS have long prided themselves on being a people with a heart. We rally to the defense of the weak and persecuted; we pour out our money to care for the sick and bereft. Sometimes, however, our reason does not keep pace with our emotions, and this fact is nowhere more evident than in our arrangements for assisting the physically handicapped child.

More than a hundred years ago a few communities established residential schools for the deaf. Comparable schools for the blind were opened a short time later, but not until after 1900 were day schools made available, even on a limited basis. For years we have been prone to sweep aside the problems of some exceptional children because we believed them incapable of solution, condemning these little ones to lives of dependence and frustration. Sometimes parents have delayed seeking assistance because of mistaken feelings of shame, resignation, or despair. But more often the rest of us have been at fault, for help has not been forthcoming.

As our understanding of the needs of exceptional children has improved, we have learned the importance of early diagnosis, followed by individual treatment, training, and an education designed to secure the maximum physical and mental development of each child. But we have shown a curious reluctance to follow through with a comprehensive plan of action.

The federal government is already extending some help to the handicapped. With the passage of the Social Security Act in 1935 Congress established the Crippled Children's Services, by means of which the federal government, through the Children's Bureau and state departments of public health, assists the states in providing medical care, hospitalization, and after-care for crippled children. This program is operating successfully with enthusiastic support from the states. Then, too, the Vocational Rehabilitation Act makes it possible for the government to aid the states in providing for the physical and occupational training and adjustments of persons of employable age.

### For Their Right to an Education

Thus we seem to have recognized that it is not only sound public policy but good business to provide treatment and rehabilitation for handicapped and disabled children and adults. But the yawning gap in the plan is at once apparent. *Many are getting physical care who are not getting an education.* The whole purpose of vocational rehabilitation is to fit the handicapped person for work in keeping with his intellectual capacity, but unless the person has had a proper basic education he cannot take full advantage of the vocational opportunities offered.

"But my state provides for the education of the physically handicapped children," you say. Are you sure? To what extent? It is true that forty-one states have recognized

a public responsibility for this special education, but there is a wide variation in their programs, many of which are entirely inadequate. Most states do not provide for the education of all types of physically handicapped children, and even the limited programs offered are not available to all children in the categories covered. It is estimated that there are about two million handicapped children of school age in the United States, not more than 16 per cent of whom are receiving even part-time instruction.

Who are these children? They are the blind, the partially seeing, the deaf, the hard of hearing, the crippled (including the cerebral palsied), the defective in speech, the epileptic, the tuberculous, the cardiopathic (from rheumatic fever or another disease affecting the heart), and the otherwise physically handicapped.

What does education for these children involve? Special education may be provided in a number of ways. A report issued prior to the Midcentury White House Conference by the National Association of State Directors of Special Education lists several possible programs to fit local situations: (1) adjustment of regular class program for children who can profit by this type of arrangement without strain or difficulty; (2) special instruction given at regular school by traveling teachers—of lip reading or speech correction, for example; (3) establishment of special classes within regular schools for one or more periods, the children reporting to regular classes for the rest of the school day; (4) transportation of handicapped children to regular school when no special instruction is required; (5) transportation of children to another district when no program can be supplied in the district of residence; (6) organization of a centralized program in which several school districts participate and to which children are transported; (7) special classes or centers where equipment and building facilities are suited to the handicaps of the children assembled there; (8) visiting teachers for the homebound; (9) instruction, either individual or class, in hospitals, sanatoriums, and convalescent homes; and (10) instruction in residential schools.

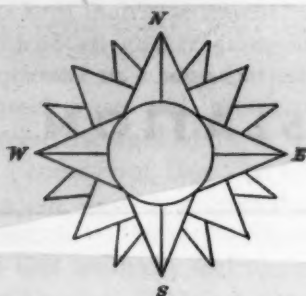
### Financial Blocks and Barriers

Why aren't more children receiving attention? Chiefly because of the expense. The education of the physically handicapped child costs from two to five times as much as the education of the physically normal child. He needs, among other facilities, special furniture; equipment for support and for promoting muscular coordination; hearing devices; wire recorders; books and typewriters with large type and special audio-visual materials for the partially seeing child; and above all, small classes.

For best results the school program should be coordinated with the Crippled Children's Services. In any case

*(Continued on page 40)*





## Searchlights and Compass Points

### The Citizen's Obligation to the Schools

Anna H. Hayes

*President, National Congress of Parents and Teachers*



AN AGE-OLD problem has resisted solution by every generation of adults who have striven to solve it: how to guide the youth so that he may fully utilize the factors of his heritage of worth to the progress of society without limiting his vision for new worlds, his resourcefulness, or his ability to devise new ideals. It is not for me to suggest the answer to such a problem, but I urge that we face together the necessity for taking certain steps toward its solution because of the imminent danger in which we live today.

I speak not of danger from the threat of war but of danger from within our nation. I refer to the subtly evasive propaganda and the boldly denunciatory attacks designed to destroy public confidence in that universal instrument of democracy, the public school. They who would destroy the strength of our national life and our ability to perpetuate its ideals and processes would destroy the faith of the people in the philosophy of education and the integrity of educators. Believing this, I urge you who administer our schools to accept as unquestionably sincere the pledge of the National Congress of Parents and Teachers, expressed through its 37,000 local units, to "develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education."

Believing this, I also urge that you give careful consideration to our group relationship as the parents and teachers of children who must decide which way society should move to attain permanent goals of freedom and liberty. Undoubtedly we all recognize that society may be improved only as the individual is improved, but there are times when groups of people, committed to a specific program, may be far more effective in producing desirable social changes than can the individual.

We who are in agreement that universal public education is essential for the improvement of society, and even for sustaining the gains that our society has made, find ourselves jointly obligated, *first*, to perfect a public educational system, devised for the improvement of our society and preservation of the democratic way of life; *second*, to establish immediate goals and programs by which the

schools may implement such an educational system; and *third*, to interpret the purposes and ideals of the schools to the public at large.

#### Loyalty Based on Knowledge

Before the citizen can accept responsibility for present-day schools, he must understand the goals and methods of present-day education. It is true that the people of our nation hold a traditional loyalty to the public school. We accept school education as a normal, inevitable part of our national life. But in times of stress, especially in times of economic tension, the traditional loyalty needs to be strengthened by accurate, scientific information about the school—its ultimate goals, its basic philosophy, its methods of teaching, the relation between the physical school plant and the learning opportunity of the average child, and the relation between teacher's skill and pupils' progress. The traditional or automatic loyalty must become a logical belief, supported by evidence of the school's success in producing citizens able to cope with the problems of an ever-changing civilization.

The school may build an ideal program, predicated upon a sound philosophy of living; it may employ the talents of well-trained teachers; it may develop physical properties of maximum efficiency. Yet still its pupils will not receive the fullness of its service unless the parents of those pupils possess some understanding of, and sympathy for, the school program—its objectives and its methods. The average citizen is neither unreasonably dull nor indifferent. He has merely been a puzzled onlooker during the evolution of the scientific correlation of subject matter, the core curriculum, and other vaguely defined and universally misunderstood changes in the methods of modern education. We believe that the parents of school children are ready and willing to cooperate with the school if given the opportunity to understand its objectives and its methods. We further believe that parents are able to contribute to such plans as will enrich the school experience of children and youth in any community.

From time to time the concept has been proposed that any public educational program must *follow* or *interpret* the current trend of our society. It is not my purpose to argue this point in connection with the citizen's responsibility for his school, except to present the opinion that it would be futile to design an educational system that *failed to offer progress toward scientific, spiritual, and moral goals as yet unrealized by society*. Society includes in its membership people driven by force of circumstance from place



to place, from ideals to loss of ideals. All too often these people, confronted with the need for concentration on physical problems of living, have neither time, energy, nor inspiration to design a culture of ascending values. We must of necessity rely upon skilled leadership to point the way for all society. We will recognize that only as the ideals of skilled leaders become practically useful to the people can there be any social, spiritual, or moral progress. In other words, those who have had opportunities for study and research and those who are relieved of the world's most severe drudgery should accept responsibility for developing a design for living *pointed toward ascending spiritual values*.

In short, the program of education should be built upon the ideals of the society within which it operates rather than the example of living which is dominant in that society. At the present moment all America is rocked by flagrant examples of dishonesty and lack of integrity, on the part of people in high governmental stations as well as in humble pursuits, even in sports and athletics. No thinking citizen would suggest that the program of education be geared to a decadent trend, but there are many citizens so inadequately informed about education that they have lost confidence in its directive leadership.

As parents, teachers, and other citizens it is our unavoidable obligation to develop the means of establishing for the schools a common objective to which we can give our unfailing corporate strength. We live in an age that demands much more of human nature than human nature seems to possess. Hence all education must accent the best in human nature and exert continuous effort to advance society as a whole, through developing the natural aptitudes, wholesome attitudes, and lively interests of all people, most especially the children and youth. A problem, then, which confronts us as citizens is how shall a public education system conducive to such goals be developed?

### How the P.T.A. Serves the School

Parents and teachers need to share a common understanding and develop an agreement on vital phases of the school program through a *continuing working relationship*. The parent-teacher association in any community can supply the structure for such a working relationship if the school administrator has recognized how completely it can function as an instrument for the operation of the democratic process.

Here we can develop an understanding of the responsibility of parents not only to prepare a child for school experience but to cooperate with the school for the entire period of his formal education. We can learn to recognize the special function of the teacher in the total development of the child, as well as his usefulness in teaching the skills of learning. Drawn into an experience of mutual endeavor and genuine fellowship, parents and teachers can come to an agreement on broad, long-time goals for public education through opportunity to explore them together.

Most parents expect the school to help the child grow consistently toward citizenship through the discovery and reasonable development of his individual aptitudes; through experiences in group learning that will help him to get along with people; work adventures that will lead to habits of industry, precision, and integrity; sufficient fundamental learning to provide a basis for sound judgment; a knowledge of people and cultures with which he has not yet been associated, leading toward appreciation for the world community; and moral and spiritual teaching that will help him to find a secure faith in God, in his beloved country, and in his own ability to succeed.

Parents and other citizens expect the school to serve all the children of all the people, including the gifted child, who may make a significant contribution to the advancement of our national life only if his total program of education is geared to his needs and the stimulation of his special powers. Realizing that great numbers of our

youth may find it necessary to assume economic independence upon finishing public school education, we expect the high school to release them equipped and inspired to make a living, while they continue to enrich their own lives.

Every youth also has need for preparation to meet the inevitable prospect of some type of service for his country, so long as a state of defense mobilization prevails. We believe that his school must share with his home in the responsibility of training for citizenship, which includes versatile and important participation in political and civic affairs, as well as the defense of his country by his "trigger finger."

Before the average citizen can become an enthusiastic supporter of the public schools, he must know how the program of studies applies to the general goals of education. Parents and other citizens need to work on curriculum committees, textbook selection committees, extracurricular committees, occupational and vocational services—to identify themselves in every way possible with the school and its service to community life.

When I began my work as president of the Denver County Council of Parent-Teacher Associations in 1924, I was invited at once to confer with the superintendent of the city schools, Jesse Newlon. In the course of our first conversation he asked me to attend at least three curriculum conferences each week and to have a representative of the P.T.A. council present at the other two weekly meetings if I could not attend them myself. His emphasis upon the importance of the participation of parent-teacher leaders in the program building of the school system inspired me to begin a correspondence course, "The Curriculum of the Public School," offered by the University of Colorado.

Wise administrator that he was, Dr. Newlon recognized in the parent-teacher association an avenue through which to direct the interest of parents in their children toward an actual study of the school program. The next step followed naturally. The parent-teacher associations in sixty-eight schools became the channels through which the public was made sympathetically aware of the philosophy of education and current teaching methods. This fact was illustrated by the overwhelming approval of a long denied bond issue for a building program almost as spectacular for its time as is the present Chicago building program.

### What Progress Depends Upon

Last summer at the meeting of the National Education Association in San Francisco I heard an influential leader of a national lay organization proclaim with vigor: "It is time for the American people to get together and decide—then tell professional educators—what kind of schools they really want." Where do we, as parents, administrators, and teachers, stand on this question?

We are aware that the present public school system does not meet to perfection the needs of all our children and youth, although it is the best program of universal education in the world. However, the advances made by the educational profession toward understanding the processes of learning, as well as its relation to the total development of the child, are very important basic gains for the progress of our civilization. These values must not be lost in an attempt to improve education through discussion and criticism of education by lay groups unguided by professional educators.

That any citizen group should study the public school and its program without guidance from educators and boards of education, or should attempt to develop basic concepts of education without educational leadership, seems to be entirely unwarrantable. In the P.T.A. we attempt constantly to interest people in the improvement of the school, but we must depend upon the administrators and the teachers to supply the information and working experience. When the fundamental facts of education, as

generally accepted by educators today, are understood by parents and other citizens, we shall have taken a long step toward perfecting a school program to meet individual and group needs of today's children and toward its total community support.

Interpretation of the educational system to parents and to the general public is, therefore, the most urgent qualification for its success; it is also the most likely means of strengthening public confidence in American educators and the program in which they believe. The average citizen needs to realize that government of, by, and for the people cannot be sustained without a program of fundamental education for all, and that public education is not only fact finding and fact mastering but is analytical of the changed structure of our society and its position of leadership in the entire world. He needs to realize too that the complex job of modern education demands teachers who are constantly learning about the mental, physical, social, and spiritual growth of their pupils.

The law of the land compels all children of school age to attend school, because the responsibilities of citizenship in our democracy exact more educational preparation than even the most privileged home can give. Hence the profession of teaching must find even greater respect in the mind of the average citizen than that accorded any other profession, and the compensation for such professional service must be appropriate to the skill demanded.

The average citizen needs to accept more responsibility for conditions under which the teacher must work. But to accept such responsibility he must learn of those conditions. He needs to know the relationship between learning ability and overcrowded classrooms, between growth in basic skills and classroom equipment, why one child of normal intelligence fails and another succeeds in the same schoolroom, how methods of teaching are related to progress in learning, and how subject matter is used to implement the philosophy of organized education.

All citizens must accept responsibility for adequate financial support of a program of education appropriate for our times. However, to arrive at a standard of adequate support we must be able to interpret the school budget with the help of those who develop it and compare the effectiveness of expenditures with other investments in the field of social growth. All citizens must share responsibility for the tragic lack of integrity recently revealed in competitive athletics and traditionally wholesome sports. The public has demanded a winning team. Citizens need to know the position of school administrators in regard to the program of physical education for every child as related to competitive athletics and to activities that lead to the enrichment of adult living. Finally, all citizens need to realize that healthy personalities can develop only in a healthy society.

### Mass Media—Help or Hazard?

If it is true that youth a generation ago learned the fundamental skills better than he does now, it was not because he had a higher quality of teaching, not because he had freer opportunity to learn, but because he lived in an environment practically undisturbed by the impact of mass media. Fifty years ago the school pupil depended strictly upon school and home for his education. Today motion pictures, comic books, radio, and TV contend dramatically for his attention every waking hour of every day. The average citizen has no basis for appraising the relation of mass media to the school program without the help of educators.

The competition offered by modern mass media would have overwhelmed the school of two generations ago, carrying away in its flood of confusion even Mark Hopkins and his log. The modern school offers some competition for these "unlicensed teachers" in the degree made possible by well-trained, appropriately paid teachers, ade-

quate equipment, and adequate facilities for teaching. Citizens need to know, however, what progress has been made by the schools to help eliminate the hazard of unwholesome mass media.

To blame the school for the failure of society is not a new tendency. In every period of stress—economic, political, or social—there is issued the charge that the criminal, the scoundrel, the rascal, the miscreant, the foolish, and the apathetic whose varying ingenuities have led us into a state of national confusion are all products of the American public school.

Yet the man on the street who denounces the school system for its failure to teach the simple but important facts of statesmanship and history does not recognize the fact that his own preoccupation with the World Series, the Kentucky Derby, or the Rose Bowl may have produced a pattern of interest in youth that leaves only a slight residue of interest for history and statesmanship. The overwhelming emphasis laid upon murder, crime, death, and catastrophe in the average newspaper or radio and television program would make it appear that these are the only noteworthy experiences in the day's events. The vehicles of public communication, to which every child of today is subjected in his out-of-school hours, are elements of our society for which no citizen may escape responsibility.

The incessant din of millions of words every day is bound to affect the work that each of us attempts to do. Every man or woman who reads a newspaper, attends a radio broadcast, or views a TV or motion picture screen shares responsibility with the producer and publisher for the impact made by these media on the minds of children and youth. Not one of us here is guiltless in the case of the twelve-year-old who murdered his father and mother because it seemed an easy way to escape their authority.

If the youth of today finds in his school the learning experiences that will fit him for the complexity of tomorrow's daily tasks, it will be because we the parents and other citizens, including professional educators, can reconcile the versatile power of our mass media with constructive, educational processes in a much greater degree than we have thus far achieved. We shall need to recognize also that the patterns of social behavior reflected in the instruments of mass communication are not wholly the product of facile imaginations that originate the weird, brutal, horror machinations fed daily to a public that includes children and youth of school age. We shall do well to acknowledge our corporate responsibility for tolerating a mental and emotional diet that reduces the ability of children to accept those teachings essential for the development of a moral philosophy consistent with the traditional American way of life.

We have within easy reach an effective instrument of communication between school, home, and community—the P.T.A. It is within our power to develop it to much greater effectiveness. All adults, whether administrators, teachers, parents, industrialists, laborers, or professionals in other fields, must accept today's world as the product of our successes and our failures, our industry, or our indifference. It is the world in which today's children must learn the delicate skill of building a world community strong enough so that it will contain all our differences and our disagreements and flexible enough so that it will utilize our talents and resources, thus to unite our stubborn wills for a just and enduring peace.

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*This article is taken from a major address given by Mrs. Hayes at the regional conference of the American Association of School Administrators in Los Angeles, California, last March.*



## Study Courses for 1952-53

**B**EGINNING with the September 1952 issue the *National Parent-Teacher* will again offer three parent education programs for study-discussion groups. As in other years there will be a course for the parents of children in elementary school and another for the parents of adolescents. The third, however, will be something of an innovation. In answer to widespread demands from both parents and teach-

ers, we are offering a basic course dealing with the major issues of child development as they affect growth from the preschool years through adolescence. Certain fundamental principles and purposes will be explored throughout the study course articles. Emphasis, however, will be placed on present-day problems, issues, and perplexities and what can be done about them.

### THE STUDY COURSE ARTICLES

	I. Basic Course <i>Directed by Ruth Strang</i>	II. School-Age Course <i>Directed by Bess Goodykoontz</i>	III. Adolescent Course <i>Directed by Ralph H. Ojemann and Eva Grant</i>
September	Parents' Attitudes—Children's Behavior	Is Yours a Good School?	How Adult Are Adolescents?
October	Why Does He Act That Way?	Television: Problems and Possibilities	Stepping Out in Teen Society
November	Sex as a Part of Growing Up	Parents Can Help Educate Their Children	Getting Ready for the Right Job
December	Are We Neglecting the 3 R's?	Parent-Teacher Conferences Pay Dividends	Youth's Quest for Religion
January	The Genesis of Good Citizenship	Why Do Teaching Methods Change?	The Best Preparation for Marriage
February	How the Environment Helps or Hinders	Judging Their Progress in School	Young Candidates for Citizenship
March	Prepared for an Uncertain Future	Does the School Meet Individual Differences?	Danger Signs of Delinquency
April	Discipline—But by Whom?	Vacations Are Wonderful for Learning	What Youth Wants from Its World

● The three new study courses have been designed with the single aim of meeting the needs of parents and teachers in an age of change and conflict. The topics will be discussed by men and women whose long experience and insight qualify them to speak with confidence and assurance. Program outlines for the use of group leaders will accompany each article and will suggest not only a variety of techniques that any leader can readily adapt to the needs of the group but also a list of references for further reading and, whenever possible, a list of suitable films. These outlines are always an important feature of the *National Parent-Teacher* study courses. As every leader knows, sound, basic material and effective study-

discussion techniques are equally important to the success of adult education groups.

● These leaders, in making their needs known, have contributed greatly to the planning of the year's study courses, and the editors appreciate their aid. What leaders want, and what the *National Parent-Teacher* is making every effort to give them, is the kind of help that will enable people to come away from a study-discussion group meeting feeling that they are really getting somewhere. There is no more exciting venture on earth than ensuring the future of children and youth. With careful planning and conscientious follow-up, there is no reason why every study-discussion group cannot be just such a venture.



# PX POST EXCHANGE

WE HAVE long known that the *National Parent-Teacher* throws its beams far and wide, and we also know that it is read by many different kinds of persons in many different professions and occupations. But every now and then we have a chance to find out a little more about the effect of what is published in the official P.T.A. magazine—how carefully it is read and its influence adjudged. An article published in the December 1951 issue, "Is Your Child Underprivileged?" by Harold D. Lynch, M.D., and William D. Snively, Jr., M.D., turned out to provide just such an opportunity.

Since several of the ideas presented in this article departed from accepted belief, an editorial note explained that they were presented only as new medical ideas, thought-provoking but still in need of further investigation. We were, however, not quite prepared for the letters that began to pour in. What interested us almost as much as the content of these letters was the caliber of the persons who wrote them.

In the February *National Parent-Teacher* we printed one of the many letters commenting favorably on the article. Following are several others from nutrition experts who take issue with the authors, especially on the point having to do with milk in the child's diet.

Dear Editor:

In the course of its circulation through the offices of the Children's Bureau, the December issue of the *National Parent-Teacher* has reached the Nutrition Section. Naturally my attention centered on the lead article, "Is Your Child Underprivileged?" Although I cannot qualify as one of the "thoughtful parents" who have been invited in the editor's note on page 6 to comment on the article, I feel free to write you because of my long and satisfying contacts with both the Congress in general and the magazine in particular. . . .

The ideas expressed by Dr. Lynch and Dr. Snively are not entirely unfamiliar to me because I had read their article "Hypoproteinosis of Childhood" in the *Journal* of the American Medical Association. I was impressed by that report of the incidence of malnutrition among children, mostly of preschool age, and of the successful treatment of the cases through improvements in the diet. I did not find sufficiently detailed dietary data to be convinced that the improvement was related solely or even primarily to an increase in protein intake. However, I thought that the findings were entirely suitable for reporting in a medical journal, read for the most part by fellow clinicians who too are dealing with the sick and who have sufficient professional judgment to decide whether or not the procedures advocated by Drs. Lynch and Snively are applicable as well to their own child patients.

When it comes to using this material as the basis for a popular article, prefaced by the statement that "untold numbers of American children are 'underprivileged' to the extent that they develop a nutritional deficiency disease," I have serious qualms. Granting that the Evansville, Indiana, physicians have encountered in their practice children whose health improves when their diet is changed in several respects, are they justified in assuming that a large proportion of American children are suffering from a protein deficiency? It seems to me that such a conclusion would have to rest on clinical observations and biochemical determinations by many physicians in many sections of the country. . . .

Dr. Lynch and Dr. Snively state that the dietary history of the child around whom the article revolves "was typical, too, for such children ordinarily take milk and carbohydrate foods in large quantity, while meat, eggs, cheese, and other good protein foods are neglected or omitted entirely." Here again I have no reason to question this statement as it relates to their child patients. . . . What I do question is the assumption that underconsumption of protein-rich foods is common among American children whose families are in a position to purchase an adequate diet. I think the most reliable evidence comes from large-scale studies of children [living] in various parts of the country. . . .

I have given you my reasons for doubting that the problem presented is one that confronts large numbers of American families. I am expressing my concern quite frankly because I value so highly the constructive work your magazine does for parents and teachers across the nation. . . .

Children's Bureau  
Federal Security Agency  
Washington, D. C.

MARJORIE M. HESELTINE  
Chief, Nutrition Section  
Division of Health Services

Dear Editor:

Dr. Harold C. Stuart, . . . head of the department of maternal and child health of the Harvard School of Public Health, has asked me to write you concerning the article "Is Your Child Underprivileged?" by Drs. Lynch and Snively.

We were pleased with the article "Hypoproteinosis of Childhood" by these authors that appeared in the *Journal* of the American Medical Association. . . . However, the article in your magazine, apparently an attempt to interpret to parents in simple language what is meant by childhood hypoproteinosis and what they can do about it, we feel [may confuse] many parents. . . . The food list suggested would furnish some thirty-five grams of protein daily, as the average child of this age range would eat. It is generally accepted that most children of these ages need forty to fifty grams of protein daily.

The article is also misleading in that bacon, which is not a good source of protein, is underscored, whereas milk is entirely omitted from the food list. The text includes a statement that milk is intentionally omitted so that there is room for the essential protein foods such as meat, eggs, and cheese. This gives the lay reader the impression that milk is not rich in protein and completely ignores the fact that many other nutrients supplied by milk are not properly supplied by the food list. . . .

It is generally recognized that the young child from one to five or six years of age is in a period of slow growth in comparison to the rapid growth of early infancy. . . . We also know that, left to himself, the well-fed child who is taking a full quart of milk at the end of the infancy period lowers his intake of milk somewhat, of his own volition, as his growth rate slows. . . . We will agree that in this period of a naturally less good appetite it is easy to develop feeding difficulties by insisting upon a quart of milk daily. However, the food value of milk seems to us sufficiently great so that it is most unwise to omit it from the diet of a child of this age. . . .

Harvard University  
Cambridge, Massachusetts

MRS. BERTHA S. BURKE  
*Assistant Professor  
Maternal and Child Nutrition  
School of Public Health*

Dear Editor:

. . . Serious damage to children's health and physical development can occur when milk is restricted in the diet. An adequate diet—i.e., one that will meet the needs of the child for normal growth—is one that supplies needed amounts of protein, minerals, vitamins, and calories. The amounts required for different ages and conditions have been established quantitatively by numerous experiments and are summarized by the National Research Council. . . .

However, it is exceedingly difficult for the untrained (nutritionally) person, and particularly the homemaker, to meet the nutritional needs of her family without milk. . . . Inclusion of milk in the diet adds to the protein intake. Also when milk is excluded it is very difficult to obtain sufficient calcium (for bone building) or sufficient of the vitamin riboflavin.

The scientific literature contains scores of articles based on extended studies of large numbers of children showing the improvement in growth and physical well-being when milk is added to the diet in liberal amounts. . . .

University of  
Alabama

E. NEIGE TODHUNTER  
*Head, Department of Food and Nutrition*

● Before we continue with other gleanings from our mail, we include one of the many letters we received from parents who expressed strong interest in this same article:

Dear Editor:

I have read with much interest the article "Is Your Child Underprivileged?" Dr. Lynch has cared for our five children for the past six years, and we heartily agree with his ideas on nutrition. He is not a "high and mighty" specialist but is easy to talk to (the children just love him) and gives the parents credit for some common sense. . . . We think you made a splendid choice in asking Dr. Lynch and Dr. Snively to bring their ideas to the attention of parents by way of the *National Parent-Teacher*.

We think the high protein diet makes sense, and although it will be hard to convince some parents that a quart of milk a day is not as essential as eggs, cheese, and meats, we believe it is a step in the right direction, and



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this article puts it in language anyone can understand.

Olney, Illinois

MRS. F. W. MITCHELL

Dear Editor:

May I please be granted permission to mimeograph the article "When Johnny Paints at Home" by John Wallace Purcell, appearing in the January 1952 issue? My purpose in reproducing this article is to have copies available to all the parents attending our annual exhibit of children's work in May. Possibly some may be impressed enough to subscribe to the *National Parent-Teacher*. In any case the article shows clearly and briefly to the parent just what his children's drawings are all about and how this affects the work of the art teacher.

Hewlett, New York

GERALDINE PETERSEN  
*Art Teacher, Hewlett Elementary School*

Permission was of course gladly granted.

Dear Editor:

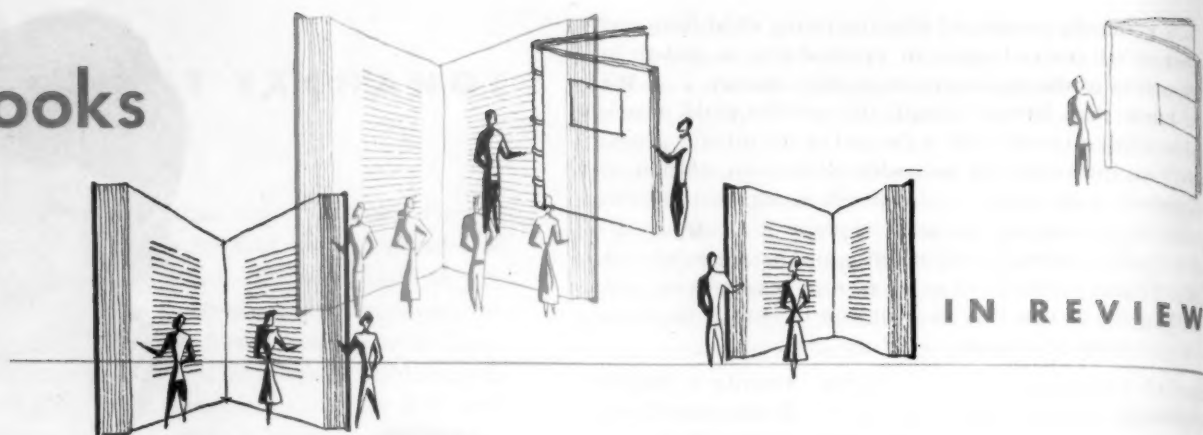
Having read and thoroughly enjoyed your issue of December 1951, may I say how very much the articles in your fine magazine have meant to me, not only as the mother of a son and two daughters but as publicity chairman of Parkside P.T.A.

Bonaro W. Overstreet's series performs a very helpful service. So many questions are answered. The most beautifully expressed thought to me was: "As he loses himself in willing service to that which he steadily and thoughtfully accepts as good and true, the human being is mysteriously nourished on the greatness of that which he serves."

San Francisco, California

MRS. ALLEN B. CONROY

# Books



IN REVIEW

**YOU AND YOUR AGING PARENTS.** By *Edith M. Stern*, with *Mabel Ross, M.D.* New York: Wyn, 1952. \$2.75.

There are in America today eleven million men and women over sixty-five years of age. What problems do they face, and what problems do they pose for their children and other younger relatives?

Where shall they live? With married children? Alone in the old homestead? In a home for the aged? Suppose they move in with their children. What happens to their own home furnishings? What arrangements can be made for entertaining their friends? What of financial matters? What can be done to get them interested in something besides their aches and pains? And what if a parent bereaved of a mate thinks of remarriage?

These are only a few of the questions that are explored in this book, which abounds in practical examples of conflicts that can arise between aging parents and their adult children. The authors set forth no hard and fast answers. But as if deliberately stripping the subject of compassion, they talk plainly and somewhat brusquely about the adjustments in living that may lie ahead for parents who are no longer independent and for their sons and daughters.

**CHILDREN IN TROUBLE.** By *Frank J. Cohen.* New York: Norton, 1952. \$3.50.

In 1944 Frank Cohen launched an experiment in dealing with official delinquents. His central idea was to help, not punish, boys sent by the courts to Youth House, a detention home in New York City. These boys—from seven to sixteen years of age—had all broken rules of one sort or another. He asked himself, what is the best cure for breaking rules? Surely not more rules. Help for these boys who were in conflict with society lay in accepting them, in understanding them, in guiding them to understand themselves, and in encouraging them to develop necessary inner controls. In this book the writer tells how he and his staff tried to give just such help.

Because "force always has a destructive consequence," patience and respect for the child marked the methods used by the entire staff—social workers, custodians, floor supervisors, doctors, nurses, psychologists, and psychiatrists. Some outside observers shook their heads and predicted anarchy when it was plain that the director would not swerve from his intention to have a permissive atmosphere in Youth House. And for a time bedlam did shake the home. But as the spirit of the staff became felt, as the boys themselves developed a group feeling, flareups subsided and the number of runaways dwindled to two a summer. Now only about 2 per cent of the five thousand boys who are sent to Youth House each year fail to respond to its kindliness.

This book offers a philosophy, a program, and techniques for helping children who are separated from their families and placed in institutions. Although most of it deals with a program for boys, one chapter points out significant features of the program at a similar detention home for girls.

Here is rewarding reading for social workers, probation officers, and staff members of institutions for disturbed or delinquent children. But here, too, is much insight for teachers, parents, and recreation workers, all of whom must, at times, deal with children driven frantic by the "wild horses" of anger and frustration.

**MORAL AND SPIRITUAL VALUES IN EDUCATION.** By *William Clayton Bower.* Lexington: University of Kentucky Press, 1952. \$3.50.

This is a report on a three-year program in Kentucky to explore ways of developing moral and spiritual values in school children through the regular curriculum. Six pilot schools and six colleges and universities took part in the experiment, which did not require new courses, bring schools into conflict with the church, or infringe on laws that prohibit teaching religion in the public schools.

Supervisors and curriculum-makers especially will be interested in the philosophy and the objectives outlined in the report. The objectives in arithmetic and in sports are particularly noteworthy. But since it is the classroom teacher who has the day-in-and-day-out opportunity for building character, one wishes that the book had been more specifically addressed to her. Many teachers are aware of their opportunities for character education, but some of them may be disappointed not to find more detailed and systematic descriptions of ways of carrying out the goals listed here. As an exploration of goals and possible emphases the book makes a valuable contribution and is an important reading experience.

**THE BATTLE FOR MENTAL HEALTH.** By *James Clark Moloney, M.D.* New York: Philosophical Library, 1952. \$3.50.

What is sapping the mental vigor of our people? What has been leading more and more of them into institutions, until nearly 50 per cent of all hospital beds are allocated to the insane? Fear, anxiety, the mold of tradition, and the pressure for conformity, says this eminent psychiatrist. But more important than any of these is the tension, the anxiety, and the irritability that newborn infants soon sense in their mothers. Dr. Moloney traces much of the tension to modern hospital practices that make it difficult for mother and child to enjoy a warm interpersonal relationship during the first few hours and days after delivery.

Dr. Moloney hurls a challenge to the conventional maternity ward or hospital, with the stark white uniforms of nurses and doctors, the heavy odors of medications, and the stirring of unhappy memories of former visits with very ill hospitalized friends and relatives. He wants a far more relaxed setting in which to bring new life into the world. Prospective mothers, physicians, nurses, and others who are on hand to welcome the newborn will find plenty of challenge to controversy in this slender volume. It is hard to see them resisting the temptation to match their ideas with Dr. Moloney's.





## PROJECTS AND ACTIVITIES

### For Every Child—A Healthy Body

THE DAYS of miracles are not yet over. To the sick and underprivileged children of the Los Angeles city schools, the new Health Center of the Tenth District P.T.A. is a miracle. And their elders, too, often marvel that in this day of anxiety and world-wide unrest there are still people who can work together unselfishly for the welfare of every child.

In November 1951 the Health Center Building was dedicated by Mrs. Edward T. Walker, president of the California Congress of Parents and Teachers and a former president of the Tenth District, and was accepted on behalf of the children of Los Angeles by Mrs. J. Paul Elliott, now Tenth District president. It is the only structure of its kind in the world, the only health center in which the P.T.A. and the board of education work hand in hand to give every school child whatever medical, psychiatric, and dental help he needs.

All students in the public schools are examined by the school doctor to determine how much activity is suitable or, in the case of the heart patient, how little activity may be advisable. It is in the course of these routine examinations that cases requiring attention come to light.

According to California law, school doctors may diagnose but may not provide treatment, so the Tenth District P.T.A. takes things from there. This is not a "handout" program, however, and no one receives aid without being carefully screened. First, the health need is recognized by the school doctor or nurse after examination. Then the parents are notified and expected to take the child to the family doctor or dentist. Only when the parents are financially unable to provide private treatment does the Health Center accept the child as a patient. It is understandable that the volunteer doctors, who give their services free to the clinics on certain days each week, can only care for a definite number of patients. Even the youngsters who do go through the clinic pay a fifty-cent registration fee and assume any portion of the cost that their families can meet. But if they are unable to pay anything, they are not denied treatment or care.

### From One Bed to a Clinic

Although the Tenth District had never undertaken a building program before the Health Center was started, it had for years been serving children's health needs. In fact, since 1905 it had carried on an extensive service, starting with one bed in the Children's Hospital. In 1916 the good work was recognized by Mr. and Mrs. Otis Johnson, who gave the Tenth District a building for the Yale Street Clinic. Since then branches have been established in many parts of the city.

The Tenth District is justly proud of the completion of this great project because it was made possible by the labors of parent-teacher groups. They sponsored paper drives, carnivals, bazaars, book reviews, and square dances. When the Shriners' convention brought a shortage of hotel rooms, they raised eleven hundred dollars by making up beds that had been installed for conventioners in high school gymnasiums.

We had more than three hundred thousand dollars before the building was even started, and absolutely



©Julius Shulman

These stained glass windows along the stairway to the Tenth District offices symbolize the Health Center's service to children. They show a boy and a girl looking toward the parent-teacher organization, represented by the oak tree in the second window, and toward health, represented in the third window.



©H. Lee Hansen

An everyday scene in the main lobby of the P.T.A. Health Center, where patients wait their turn to be registered.

no assistance for the building fund was sought or given from tax money or from any outside organization. All the contracts were signed and the structure nearly completed before Korea and inflation, so what was built for seven hundred thousand dollars would today cost a million and a half.

Children cared for at the various clinics last year numbered 12,933. Four hundred and forty child guidance cases were admitted; 568 new dental cases made 2,390 visits; and there were 672 dental X rays. Patients at these clinics receive many kinds of specialized service: eye, ear, nose, and throat; audiometer tests; dermatology; endocrinology; gynecology; heart; orthopedic and osteopathic treatment; laboratory tests and X rays; and tonsillectomies. Eyeglasses are provided when necessary, and last year

thirty-nine gallons of cod-liver oil were dispensed.

### Hungry Guests for Lunch

Since our concern for children's welfare does not stop with medical assistance and since hunger is a vital factor in many illnesses, the Tenth District also maintains a health feeding program for those children whom the school doctor or nurse discovers to be in need of milk and a hot noon meal. For many of these youngsters lunch, provided by the P.T.A., is the only real meal of the day. The Tenth District is currently feeding three thousand children daily at a cost of about fifteen thousand dollars a month. Last year \$104,286.22 was spent on lunches, in addition to emergency relief provisions such as garments, shoes, and car books.

What about upkeep? Where do the funds come from? The Community Chest has assisted with a portion of the food expenses and has helped greatly with the dental expenses. Other costs have been kept low, largely because doctors and volunteer workers donate their time. Also the fact that our P.T.A. membership figure in the district has passed 254,000 means a large number of interested money raisers for a worthy cause.

The Health Center, then, is the realization of a dream, after many years of planning and effort on the part of many dedicated workers. Their goal today, as it has always been, is to make it impossible for any individual to look back at his childhood and say wistfully, "I never had a chance."

—KARMA GULLIVER

*Publicity Manager, Los Angeles Tenth District  
California Congress of Parents and Teachers*

## For Every Child—A Healthy Personality

NO LIVING person knows what the next fifty years will bring—but our children will know. We are charged with the task of preparing them to live and work in a world whose problems are greater and more complex than ever before. What can we do—what *must* we do—to safeguard the health of these children, the men and women of tomorrow who will control the use of the atom bomb?

Ever since the Midcentury White House Conference on Children and Youth the Indiana Congress of Parents and Teachers had been receiving demands for more parent education. Parents telephoned us, came to our offices, wrote us letters. Aware of the goals and findings of the Conference, they wanted earnestly to build healthy personalities in their children. But they needed to know how to go about doing so without the waste and confusion of trial and error. They wanted to learn the basic principles of

child development. They were willing to read widely, and they wanted to be sure of reading wisely.

### Goals and Gains

The Indiana Congress therefore joined forces with the Indiana Council of Children and Youth, whose first chairman was Mrs. Robert F. Shank, former vice-president of the National Congress of Parents and Teachers and member of the Indiana Congress board. They set up a state-wide committee within the framework of the council, to which the State Board of Health, the Department of Public Welfare, and the Department of Public Instruction gave liberally of their time and their finances.

After careful study the committee recommended that the average parent learn more about children's personality development and about the situations and forces that tend to warp or even prevent the

growth of a healthy personality. They felt that the parent should know something about emotional drives, constructive and destructive. And they believed that any parent, as he learns about personality development in children, will also begin to see ways of improving his own mental health. Thus he will be able to deal more intelligently with his children.

The best means of accomplishing these aims, the committee decided, was through coordinated, intensive promotion of parent education study-discussion groups. The P.T.A. was of course already active in this field. Throughout the state, at that time, P.T.A. study-discussion groups were planning their year's program around the 1951-52 study courses in the *National Parent-Teacher*, under the general theme of "Building Healthy Personalities."

This material was basic. Hence the committee urged all study-discussion groups to make use of the three series of study course articles in the *National Parent-Teacher*. Each group was supplied with a copy of the leaflet *Building Healthy Personalities*, made available through the Indiana Congress. Subcommittees of educators decided on supplementary reading for preschool, school-age, and adolescent study groups. For this valuable service we are indebted to subcommittee chairmen Margaret N. Murphy of the Purdue Nursery School; Ruth Strickland of Indiana University; Robert Yoho of the State Board of Health; James East, a student at Indiana Central College; Mrs. Meredith Nicholson, Jr., state congress chairman of social hygiene; and F. L. McReynolds, Purdue University. The materials they selected, consisting of four or five pamphlets, an annotated bibliography, and a study guide, were compiled into packets for members of study-discussion groups.

Also included in each packet was a mimeographed leaflet, *Discussion Begins with People*—a simple, step-by-step explanation of how to start a study-discussion group. This guide was prepared by several educators and other specialists, who followed the *Parent-Teacher Manual* closely so that readers would not be confused by a possible divergence in the instructions. All these packets of supplementary materials were ready by October 1, just before the regional meetings of the Indiana Congress.

An actual demonstration of how to conduct a parent education group was a prominent feature of each of these meetings. Several carefully selected group members took part in a typical meeting, using the study course articles in the *National Parent-Teacher*, supplemented by the packets of additional references. Both the magazine and the packets were displayed in adjoining booths at all regional meetings, and an attractive double poster urged P.T.A. members to "Begin your study with the *National Parent-Teacher*"



Three leaders of the Indiana Congress who were appointed by the governor to serve on the Indiana Council for Children and Youth. Left to right, Mrs. Robert F. Shank; Mrs. Jack C. Greig, president of the Indiana Congress; and Mrs. E. C. Young.

and continue it with the packets. The committee estimates that more than two thousand parent education groups in Indiana are making use of these basic materials.

### Looking Ahead

The Indiana Congress and the Council for Children and Youth combined forces on still another project—a state-wide P.T.A. parent education workshop. For this occasion the two organizations prepared a mimeographed leaflet, *So—We Plan a Workshop*, which was mailed out to all participants well in advance of the meeting. This was done in the hope that each person would understand the importance of his individual contribution to the success of the workshop.

Finally, utilizing new, as well as old, means of communication, we went to work on plans for an eight-week series of television programs sponsored by the Indianapolis Council of Parent-Teacher Associations and the Council for Children and Youth. In months ahead we shall continue to blend the efforts and abilities of our two organizations into a coordinated program designed to give parents what they want and need to know in order to bring up mentally healthy boys and girls. Not the least of the gains was the realization that the council and the congress thoroughly enjoyed working together as a team. Try it! We think you'll like it too.

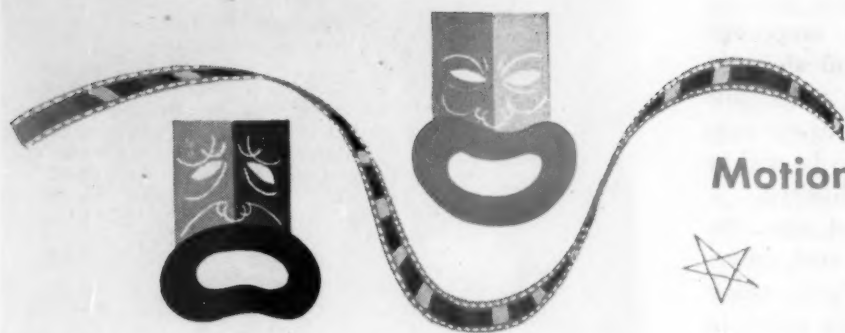
—LENA MAY SHANK

Member-at-Large, Board of Managers,  
Indiana Congress of Parents and Teachers

—MILDRED FRENCH

Executive Secretary, Indiana Council  
for Children and Youth





## Motion Picture Previews

ONE OF THE questions in the annual report of state chairmen of visual education and motion pictures to the national chairman is "What books have you found most helpful in your work?" The following books were mentioned most frequently:

*Audio-Visual Aids to Instruction* by Harry C. McKown and Alan B. Roberts. McGraw-Hill Book Company, 330 West Forty-second Street, New York 36, New York. 1949. \$5.50.

*Audio-Visual Materials and Techniques* by James S. Kinder. American Book Company, 55 Fifth Avenue, New York 3, New York. 1950. \$4.75.

*Audio-Visual Methods in Teaching* by Edgar Dale. Dryden Press, 31 West Fifty-fourth Street, New York 19, New York. 1946. \$4.75.

*Audio-Visual Teaching Techniques* by F. Dean McCluskey. William C. Brown Company, 915 Main Street, Dubuque, Iowa. 1949. \$2.75.

*Teaching with Films* by George H. Fern and Eldon Robbins. Bruce Publishing Company, 400 North Broadway, Milwaukee, Wisconsin. 1946. \$2.25.

A recently published book by Alice Evans Field, *Hollywood U.S.A., from Script to Screen* (Vantage Press, 230 West Forty-first Street, New York 36, 1952, \$3.50) will be of interest to all readers of "Motion Picture Previews." As many know, Mrs. Field was on the staff of the Motion Picture Association of America. In 1930 she became associated with Mrs. Thomas Winter, whom Will H. Hays had appointed to represent national women's organizations in the film capital. In 1942 Mrs. Field succeeded Mrs. Winter and served in that capacity until 1949.

Part of her work was to prepare the bulletins called *What's Happening in Hollywood*, which went to twenty thousand libraries, clubs, schools, and colleges. Preparing these bulletins gave her a chance to meet and talk with leaders in the film industry and to learn how movies are made. This experience gave her an enormous amount of material, which she has evaluated and presented in her book to provide a general, over-all view of the entire industry. This "inside Hollywood" story is a must for anyone interested in how movies are made today and a valuable reference book as well.

THE WAR in Korea has awakened a new interest in the peoples of the Pacific. Four 16mm documentary films, produced by Julien Bryan, encourage a better understanding of the peoples of the Far East:

*Japanese Family*, 23 minutes, sound. The story of the Kawaii family, silk weavers of Kyoto, and the everyday events of life in postwar Japan.

*Peiping Family*, 21 minutes, sound. Life in a middle-class Chinese family—Dr. C. F. Wu, a teacher, his wife, their children, Dr. Wu's parents, his student assistant, and their amah.

*Sampan Family*, 16 minutes, sound. This family spends its life and makes its living on one of the thousands of small riverboats that fill the waterways and harbors of China.

*Pacific Island*, 18 minutes, sound. An entertaining and informative film about the people of a typical coral island in the Pacific Ocean.

These films are available through the McGraw-Hill Text Film Department, 330 West Forty-second Street, New York 18, New York. P.T.A.'s will find them an invaluable aid to study and discussion. They may be rented from most state university and college film-lending libraries or from commercial distributors.

—BRUCE E. MAHAN

### DIRECTOR

BRUCE E. MAHAN, National Chairman, Visual Education and Motion Pictures

### CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

### PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

From 8 to 14 years

**Belles on Their Toes**—20th Century-Fox. Direction, Henry Levin. This appealing sequel to *Cheaper by the Dozen* tells the struggles of Mother Gilbreth (known professionally as Dr. Lillian Moller Gilbreth) to hold her family together after the sudden death of her husband. The picture has a somewhat old-fashioned way of looking at the bright side of things, emphasizing the joyous sense of belonging, the fun of sharing which the large family had. Discipline was imposed by the youngsters themselves, ranging in age from Baby Jane to Anne, who was twenty. Myrna Loy achieves warmth and dignity in a difficult role, as a woman who is loving but not overwhelmed by her lively brood. Youthful romance is woven attractively but unobtrusively throughout the story, although the emphasis remains on the happy relationships of an attractive and devoted family. Cast: Myrna Loy, Jeanne Crain, Hoagy Carmichael.

Adults	14-18	8-14
Good	Excellent	Good

**Bronco Busters**—Universal-International. Direction, Budd Boetticher. Ridin', ropin', and drawlin' (with a little homely philosophy thrown in) make up eighty minutes of rodeo with real champion bronco busting, Indian ceremonials, equestrienne jumps, and chuck-wagon racing. The plot is incidental, a retelling of a story by Peter B. Kyne in which a cocky young cowpoke learns good sportsmanship the hard way. While presenting the glamour, color, and thrill of the rodeo, the film also stresses the courage, coordination, and skill of the riders and gives some insight into what it takes to make a champion. Cast: John Lund, Scott Brady.

Adults	14-18	8-14
Good of its type	Excellent	Excellent

**Never Take No for an Answer**—Souvaine Pictures. Direction, Maurice Cloche and Ralph Smart. A picture of great sweetness and sincerity, based on a delightful tale by Paul Gallico and made in Italy with English dialogue. Up and down the narrow streets of the town of Assisi the camera follows staunch little eight-year-old Peppino and his smiling donkey, Violetta, as they deliver loads of firewood, olives, and other produce to market. It pauses as he pays his taxes with the rest of the citizens. It lingers over the simple hovel in which he lives with Violetta, as he longs, boy-fashion, to open a package from America. When Violetta becomes ill, Peppino goes to Rome to see the Pope. His good friend, an American corporal, has taught him never to take no for an answer, and it is in this spirit that Peppino stubbornly withstands the rebuffs of the Swiss guards at the Vatican. Vittorio Manunto enacts his role of Peppino with the simplicity and naturalness of a fine artist. Direction and script fresh and imaginative. Cast: Vittorio Manunto, Denis O'Dea.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**Pride of St. Louis**—20th Century-Fox. Direction, Harmon Jones. In a vivid, sympathetic film biography Dan Dailey re-creates one of baseball's most picturesque, homespun characters—Dizzy Dean of the St. Louis Cardinals. His humble beginnings as a



Dan Dailey plays the irrepressible Dizzy Dean in *Pride of St. Louis*.

barefoot pitcher in a small Arkansas town, his leap from a minor league to the big time, and his shift to broadcasting after his pitching arm is injured are all colored by the screwy antics, the warm love of family, and the grit and courage with which he faced life. Entertaining as a character study as well as a story about baseball. Cast: Dan Dailey, Joanne Dru.

Adults	14-18	8-14
Good	Good	Good

## FAMILY

*Suitable for children if accompanied by adults*

**Aaron Slick from Pumpkin Crick**—Paramount. Direction, Claude Binyon. Robert Merrill and Dinah Shore lend their voices to a brightly colored, rustic musical about a wistful young widow whose country bumpkin suitor outwits his city slicker rivals. Old-time costumes, settings, and jokes, plus lively singing, will make this picture entertaining to many. Cast: Dinah Shore, Alan Young, Robert Merrill.

Adults	14-18	8-14
Matter of taste	Yes	Of little interest

**Anything Can Happen**—Paramount. Direction, George Seaton. Bravo for a wonderfully warm and joyful comedy! Although the resemblance to the book from which it is taken is limited, the spirit is transferred intact. There are constant chuckles from the moment an exuberant young immigrant greets the Statue of Liberty, through his lively adventures in learning the American language and customs and his struggles to make a living. One of the charms of the film is the solidarity of the Georgian foreign-born Americans. We learn to love them all, not only because of their infectious gaiety but because of their shining belief in the American way of life and their ability to live this faith—with gusto. José Ferrer gives a brilliant characterization of Georges Papashvily. The rest of the cast is excellent, as are the direction and musical background. Cast: José Ferrer, Kim Hunter.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**California Conquest**—Columbia. Direction, Lew Landers. A Technicolor western about the struggles of a group of well-to-do Spanish Californians. Tired of Mexican rule and fearful of British, French, and Russian claims on their homeland, they attempt to achieve peace and freedom under the United States. There is considerable plotting by the Russians, much gunplay, some wonderful riding, and a bit of romance. An average melodrama with a more than adequate cast. Cast: Cornel Wilde, Teresa Wright.

Adults	14-18	8-14
Western fans	Western fans	Mediocre

**The Fabulous Senorita**—Republic. Direction, R. G. Springsteen. Another zany comedy of masquerades and mixups in which the vivacious, madcap Estelita is in her element. But when is Estelita Estelita, and when is she her sister Manuela? The picture bounces gaily from one romantic plot complication to another. Cast: Estelita, Robert Clarke.

Adults	14-18	8-14
Fair	Fair	Of little interest

**Faithful City**—RKO. Direction, Joseph Leytes. A remarkable true account of the work done in the Israeli Children's Shelter out-

side Jerusalem. The youngsters there had known terrifying strain. They had seen their families killed, had been in concentration camps, and had lived under occupation governments. The picture tells about one busload of children. We see their first fright and rebellion against the kindly treatment of their teachers—particularly in the actions of their leader, a tough, hard nine-year-old boy who will do anything to survive—and their gradual rehabilitation. Older boys and girls should see this film, preferably with adults, because it will give them needed insight into the lives many of their contemporaries must live. Cast: Jamie Smith, John Slater.

Adults	14-18	8-14
Good	Good	Good for the older group

**The Lady with a Lamp**—Wilcox-Neagle. Direction, Herbert Wilcox. A fine, authentic biography of the great Florence Nightingale, who created the nursing profession for women. The story of her constant, often heartbreaking struggle against prejudice and narrow-mindedness, in order to bring cleanliness and medical care to filthy soldiers' hospital barracks, is carefully shown. Scenes are photographed at the Nightingale home; at Broadlands, where Lord Palmerston lived; at 10 Downing Street; and in the actual rooms where Miss Nightingale spent the last years of her life. Anna Neagle plays the leading role with sympathy and intelligence. Cast: Anna Neagle, Michael Wilding.

Adults	14-18	8-14
Good	Good	Mature

**The Marrying Kind**—Columbia. Direction, George Cukor. Judy Holliday endows the traditional dumb blonde with a heart and considerable dignity in this drama of young married life, and Aldo Ray gives an excellent portrait of her husband. The story is hilariously funny and curiously touching, and the dialogue is outstanding. Although the characters are placed in a lower middle-class metropolitan setting, the theme—the stresses and trials, the joys and adventures of young marriage—is universal and is handled with warmth and understanding. Cast: Judy Holliday, Aldo Ray.

Adults	14-18	8-14
Good	Good	Mature

**Singing in the Rain**—MGM. Direction, Gene Kelly and Stanley Donen. A gay and lavishly produced ballet-musical stars Gene Kelly in a sparkling sequel to *An American in Paris*. The story of difficulties of the silent-movie stars in adapting themselves to talking pictures lends itself deftly to lighthearted satire, to nostalgic songs, and above all to dancing—the inimitable, effortless, and inspired dancing of Mr. Kelly. Expert direction and acting, skillful timing, and colorful settings. Cast: Gene Kelly, Debbie Reynolds, Donald O'Connor.

Adults	14-18	8-14
Excellent	Excellent	Yes

**Sound Off**—Columbia. Direction, Richard Quine. Neatly tailored to the talents of its star, Mickey Rooney, this cheerful, routine musical comedy describes the antics of a night-club entertainer who has been inducted into the Army. He is "too little and too late" for every duty except his self-given assignment to date a pretty nurse. Lively tunes and dancing, with some slapstick. Cast: Mickey Rooney, Dolores Sidener.

Adults	14-18	8-14
Fair	Good	Possibly

**Talk About a Stranger**—MGM. Direction, David Bradley. A story with a constructive theme rather negatively treated. It tells of the suspicions that grow up about a brusque, unfriendly stranger who comes to a small town to live—suspicions abetted by a small boy who is convinced that the man killed his dog. The scenes of hostility and fear seem authentic, whereas the gentleness and kindness of the parents seem more symbolic than real. Lack of skill in characterization and of balance in direction handicaps an attempt to tell an important story. Cast: George Murphy, Nancy Davis, Billy Gray.

Adults	14-18	8-14
Fair	Poor	Poor

**Tomorrow Is Too Late**—Rizzoli-Amato Production. Direction, Leonide Moguy. An Italian film dealing with opposing educational views on the training of young people in their relationships with each other. From the American point of view the film may seem too long and the conflict behind the times. Yet the rigidly conservative attitude, reflected both in Italian schools and in the homes, still finds echoes here. The acting in this film is particularly fine. Pier Angeli portrays a young girl who first feels the touch of love, and Vittorio de Sica, producer



of *Bicycle Thief* and *Miracle in Milan*, plays a warmly compassionate role as the timid teacher who gains courage to speak his mind. Cast: Pier Angeli, Vittorio de Sica.

Adults	14-18	8-14
Good	Mature	No for younger group

**The Wild North**—MGM. Direction, Andrew Marton. A commonplace melodrama of the Northwest, in which a Canadian Mountie is brought back by the man he is supposed to catch, is given interest by excellent acting and the magnificence of the Northern Canada setting. Snow everywhere on the vast plains and towering mountains imparts a chill desolation that permeates the film. The real conflict is with the rigors of nature—biting cold, fatigue, and vicious attacks by wolves. Too harrowing for small children. Cast: Stewart Granger, Wendell Corey.

Adults	14-18	8-14
Good of its kind	Good	Tense

**With a Song in My Heart**—20th Century-Fox. Direction, Walter Lang. An appealing musical biography of Jane Froman is produced with skill and good taste. Seriously injured in an airplane accident just before her tour of U.S. Army camps in Europe, she courageously fights her way back and eventually returns, still disabled, to sing again for the soldiers. Susan Hayward plays the lead with sincerity, and Jane Froman's beautiful singing voice is dubbed in exceptionally well. Thelma Ritter brings welcome humor, and a newcomer, Robert Wagner, does an unusually fine bit of acting as an injured G.I. Cast: Susan Hayward, David Wayne, Thelma Ritter, Robert Wagner.

Adults	14-18	8-14
Good	Good	Of little interest

## ADULT

**The Big Trees**—Warner Brothers. Direction, Felix Feist. A mediocre melodrama with confused human values rendered even more trivial by contrast with the grandeur of the Redwood Forest. The villain-hero acquires the redwood holdings of a religious sect by trickery and sweeps everyone into a maelstrom of violence. Cast: Kirk Douglas, Eve Miller.

Adults	14-18	8-14
Poor	Poor	No

**Bugles in the Afternoon**—Warner Brothers. Direction, Roy Rowland. The bitter rivalry between a cavalry captain and an unjustly cashiered army officer forms the theme of this glorified western having to do with Sioux Indian uprisings in the 1870's and Custer's Last Stand. Good acting and direction; excellent photography. Cast: Ray Milland, Hugh Marlowe.

Adults	14-18	8-14
Fair	Fair	Poor

**Carrie**—Paramount. Direction, William Wyler. Theodore Dreiser's well-known novel, *Sister Carrie*, expresses his angry conviction that the harsh economic inequalities of America's industrialization distorted human life and values. The film lacks comparable vigor, though done with respect. As a result the plot seems melodramatic, almost purposeless, and the characters and many situations sentimental and overdrawn. Despite some attempt to show the grinding, hopeless poverty of the age, the audience simply does not believe Carrie when she says "Those who are poor cannot know what love is." Laurence Olivier contributes charm and an impeccable American accent to the leading role. Cast: Laurence Olivier, Jennifer Jones.

Adults	14-18	8-14
Poor	Poor	No

**Deadline U.S.A.**—20th Century-Fox. Direction, Richard Brooks. The staff of a liberal newspaper focuses the white light of publicity upon the activities of a notorious underworld leader and his gang so as to bring him to justice as a murderer. They hope in this way to prove the newspaper's importance to the public and prevent its sale to a competing journal. Humphrey Bogart plays a heroic managing editor who also attempts to win back his divorced wife, whom he still loves. The terse, hard-boiled attitudes of the newspaper staff are shown to conceal likable, loyal people, dedicated to truth. Although the audience may occasionally wonder where regular law-enforcing bodies fit into the newspaper's scheme of things, the film will give them some idea of the stresses and strains of newspaper life. Cast: Humphrey Bogart, Ethel Barrymore.

Adults	14-18	8-14
Good	Good	No

**Just This Once**—MGM. Direction, Don Weiss. This frivolous, romantic farce-comedy is well directed but somewhat long and artificial. Peter Lawford, in the role of a millionaire playboy, delivers his smart lines with airy sophistication as he causes a

young woman lawyer to fall victim to his charm. Too tongue-in-the-cheek to take seriously. Cast: Peter Lawford, Janet Leigh.

Adults	14-18	8-14
Fair	Mediocre	No

**Laramie Mountains**—Columbia. Direction, Ray Nazarro. A Durango Kid western in which the black-and-white moral values are related only to the victory of the hero over his enemies by force. In the background the commander of a garrison, on the side of "right" and the law, pointedly opposes an Indian agent's policy of peaceful settlement. His preference for violence to solve the problem and his obvious hope that the Indian agent will fail are glossed over as inconsequential. Cast: Charles Starrett, Smiley Burnette.

Adults	14-18	8-14
Poor	Poor	Poor

**The Last Musketeer**—Republic. Direction, William Witney. Rex Allen helps a group of ranchers fight for water for their cattle when the new owner of the central source of supply charges prohibitive rates. There is considerable violence, and also questionable ethics, when sympathetic characters take the law into their own hands. Cast: Rex Allen, Mary Ellen Kay.

Adults	14-18	8-14
Mediocre	Poor	Poor

**Love Is Better Than Ever**—MGM. Direction, Stanley Donen. A trite and rather lifeless farce-comedy about a small-town dancing teacher who visits New York and pursues a sophisticated theatrical agent. The picture is highlighted by brief, satiric glimpses of children's dancing classes. Cast: Elizabeth Taylor, Larry Parks.

Adults	14-18	8-14
Mediocre	Mediocre	No

**My Six Convicts**—Columbia. Direction, Hugo Fregonese. A Stanley Kramer production based on Donald Powell Wilson's best seller is a powerful, absorbing drama of prison life. The story concerns a young psychologist sent to a state prison to give classification tests to convicts. It is his hope that this work may become the basis of an educational system that will rehabilitate criminals. The psychologist treats the inmates as men, not social outcasts, and attempts to prove by example that decency and integrity can "work" for them as well as for anyone else. The characterizations of the convicts, particularly the six who offered to assist the doctor, are sharply defined. No problems are solved, but the trust and good will that the psychologist creates between himself and the men suggests a basis for really significant prison reform. Cast: John Beal, Gilbert Roland.

Adults	14-18	8-14
Good	Good	Mature

**My Son John**—Paramount. Direction, Leo McCarey. A poor script, with characterizations that tend toward caricature, detracts from the effectiveness of this picture's important theme—the problems of Communist infiltration. In the first place, there is some confusion about what the characters are labeled and what their actions prove them to be. A family that sends two football heroes to Korea is headed by a father who is a school-teacher and a very devoted mother. But these labels do not give any of them the dignity and fine human qualities such representative Americans should possess. The frightening fact that the son John, a brilliant "intellectual" in Washington, becomes a Communist is stated but not illuminated, except perhaps by the acting of Robert Walker. If this film is intended as propaganda against Communism, then it should do more than increase our fear and suspicion. Again, if the damage to this boy occurred, as suggested in the film, under the spell-binding influence of intellectual discussion, the solution should be found there also. Americans traditionally have believed in fullest, freest possible discussion, within peaceful limits, of all human problems, and the American way of life has proved abundantly that "the truth shall set you free." Cast: Helen Hayes, Robert Walker.

Adults	14-18	8-14
Poor	Poor	No

**Thief of Damascus**—Columbia. Direction, Will Jason. Tasteless caricatures of old *Arabian Nights* characters and incidents are thrown together burlesque-fashion against a lively Technicolor background. Cast: Paul Henreid, John Sutton.

Adults	14-18	8-14
Poor	Poor	No

**Trail Guide**—RKO. Direction, Lesley Selander. A Tim Holt western that touches upon a valid theme—the struggle between cattlemen and homesteaders—but places its emphasis upon fights and brawls. Cast: Tim Holt, Richard Martin.

Adults	14-18	8-14
Mediocre	Mediocre	Poor





## Poetry Lane

### Portrait in Crayon

One drop of grief can drown a small boy's joy,  
As in the candid crystal of his gaze  
One tear can stain the sweet, untouched alloy  
And stem the rushing torrent of his days.  
So may the transient yet bitter grief  
Alter his landscape as he wanders lonely,  
Seeing the frost of sorrow brown the leaf  
That lately was his treasure, and his only.

Yet sometimes even as the storm of pain  
Breaks over him, the sun strikes through the cloud:  
Now 'is transformed to silver tarnished rain.  
He dances with his heart; he shouts aloud.  
Only with time will come the balanced season  
Whose changeless patterns are restrained by reason.

—ELEANOR ALLETTA CHAFFEE

### A Hummingbird

Green head and gossamer wings  
Darting from nowhere suddenly,  
Wings like cobwebs on morning-glory vines  
At the dayspring's delicate hour,  
Your gray-gold flashes in sunlight,  
As you pause by an alder limb,  
Hum, "Alders, be proud of your color!"  
Gyrating creature of air,  
Scarcely material essence,  
Are you the midsummer madness  
Born of looking at flowers?  
Vision or bird, or both,  
Your motion is your song—  
A song so thrilling the yard,  
Upon your instant arrival,  
That the air can almost sustain you  
Without the propulsion of wings.

—WILBERT SNOW

### Spring, Down East

A down-east apple tree blooms late,  
But country children like to wait  
For first pink buds upon the bough,  
And down-east teachers will allow

That apple blossoms on the desk  
In any month are picturesque;  
And children's faces, scrubbed and clean,  
And pink as buds, complete the scene.

—ROSEMARY CLIFFORD TROTT

### Alien

Bright sun is showering gold on streams I knew,  
And slender trees peer in to see their first  
Green leaves. Where trillium and poppies grew  
Last year, they grow again. A sudden burst  
Of morning song, old as eternity,  
Still carols through the dawn-lit hills. Serene  
As drifting smoke, blue days pass quietly,  
And, silver-limbed, the night slips in between.

This alien land and sea, this strange lagoon!  
These coral reefs scorched by a burning sun!  
God, let me see again a pale, thin moon,  
And let me walk and think where hill streams run.  
The spirit grows on stern and simple things,  
And heaven can fill the world when one lark sings.

—ROSE DARROUGH

### Baby Sitter

When the telephone questioned, "Mrs. Brown?"  
The sitter, a studious teen-age miss,  
Explained herself and wrote the message down,  
Then suddenly stopped short. What if all this,  
A husband, home, and child were hers to keep  
In love and faith till death! She stared, wide-eyed,  
At pathways so involved, at heights so steep  
She felt afraid until the baby cried  
And called her back where she was safe again,  
With baby sitting, parties, books, and pen!

—CAROLINE CAIN DURKEE

## MOTION PICTURES PREVIOUSLY REVIEWED

(Continued from page 25)

### Junior Matinee

- The Battle at Apache Pass*—Young children, yes; older children, good; adults, good western.  
*The Band of the River*—Young children, mature; older children, good; adults, good of its type.  
*The Greatest Show on Earth*—Young children, excellent, though overlong; older children and adults, excellent.  
*The Olympic Elk*—Excellent for all ages.  
*Red Skies of Montana*—Young children, tense; older children, excellent; adults, excellent of its type.  
*The Treasure of Lost Canyon*—Young children, excellent; older children, good; adults, fair.

### Family

- The African Queen*—Young children, good; older children and adults, excellent.  
*At Sword's Point*—Children, mediocre; adults, matter of taste.  
*Bells of New York*—Young children, of little interest; older children, yes; adults, fair.  
*Bomba and the Elephant Stampede*—Poor for all ages.  
*David*—Young children, yes; older children and adults, good.  
*Desert of Lost Men*—Young children, mediocre; older children and adults, western fans.  
*Favorite Spy*—Young children, yes; older children, good; adults, good Hope comedy.  
*Fixed Bayonets*—Young children, tense; older children and adults, good.  
*Flame of Araby*—Young children, yes; older children, good; adults, fair.  
*Flesh and Fury*—Young children, yes; older children and adults, matter of taste.  
*Golden Girl*—Young children, yes; older children and adults, excellent.  
*The Green Glove*—Young children, yes; older children and adults, fair.  
*Harem Girl*—Children, yes; adults, matter of taste.  
*Hawk of Wild River*—Young children, mediocre; older children and adults, routine.  
*Honey Chile*—Young children, yes; older children and adults, matter of taste.  
*Hong Kong*—Young children, yes; older children and adults, mediocre.  
*I'll See You in My Dreams*—Young children, of little interest; older children, yes; adults, good of its type.  
*Indian Uprising*—Young children, yes; older children and adults, fair.  
*It's a Big Country*—Children, yes; adults, good.  
*I Want You*—Young children, yes; older children and adults, good.  
*Ma and Pa Kettle at the Fair*—Young children, mediocre; older children and adults, matter of taste.  
*The Magic Garden*—Good for all ages.  
*The Man in the White Suit*—Young children, yes; older children and adults, excellent.  
*The Model and the Marriage Broker*—Young children, mature; older children, good; adults, excellent.  
*Night Stage to Galveston*—Young children, poor; older children and adults, routine.  
*Okinawa*—Young children, tense; older children, yes; adults, good.  
*Pals of the Golden West*—Poor for all ages.  
*Passion for Life*—Young children, yes; older children and adults, excellent.  
*Pecos River*—Young children, yes; older children and adults, western fans.  
*Pictures: An Adventure in Art*—Young children, mature; older children and adults, good.  
*Purple Heart Diary*—Young children, yes; older children and adults, fair.  
*Que Vadis*—Young children, poor; older children and adults, fair.  
*Return of the Texas*—Young children, yes; older children, fair; adults, matter of taste.  
*Room for One More*—Children, good; adults, very good.  
*Sailor Beware*—Young children, yes; older children, good; adults, good of its type.  
*Starlift*—Young children, of little interest; older children, entertaining; adults, fair.  
*Steel Town*—Young children, poor; older children, yes; adults, fair.  
*The Tanks Are Coming*—Young children, yes; older children and adults, good.  
*Too Young To Kiss*—Young children, yes; older children and adults, good.  
*Viva Zapata*—Young children, mature; older children and adults, excellent.  
*Week End with Father*—Fair for all ages.  
*Woodward the Women*—Young children, mature; older children, yes; adults, good.  
*The Wild Blue Yonder*—Young children, tense; older children and adults, fair.

### Adult

- Captive of Billy the Kid*—Children, poor; adults, western fans.  
*Colorado Sundown*—Young children, no; older children and adults, poor.  
*Cry, the Beloved Country*—Young children, mature; older children, yes; adults, excellent.  
*Five Fingers*—Young children, mature; older children and adults, excellent.  
*For Men Only*—Young children, no; older children and adults, poor.  
*A Girl in Every Port*—Children, poor; adults, matter of taste.  
*Hoodlum Empire*—Young children, no; older children and adults, fair.  
*Invitation*—Young children, of little interest; older children and adults, fair.  
*Las Vegas Story*—Young children, no; older children and adults, poor.  
*Love Star*—Children, poor; adults, western fans.  
*Miracle in Milan*—Children, mature; adults, matter of taste.  
*The Old West*—Poor for all ages.  
*One Big Affair*—Young children, no; older children, mediocre; adults, matter of taste.  
*Phone Call from a Stranger*—Young children, mature; older children, yes; adults, good.  
*Rancho Notorious*—Young children, no; older children and adults, poor.  
*Ranchomen*—Young children, no; older children, mature; adults, matter of taste.  
*Red Snow*—Poor for all ages.  
*"Retreat, Hell!"*—Young children, no; older children, tense; adults, good.  
*The Selfish*—Young children, mature; older children, yes; adults, good.  
*Shadow in the Sky*—Young children, mature; older children and adults, good.  
*Sneaky Canyons*—Young children, poor; older children, yes; adults, mediocre.  
*The Sniper*—Young children, mature; older children and adults, excellent.  
*Something To Live For*—Young children, no; older children, poor; adults, fair.  
*Tale of Five Women*—Young children, of little interest; older children and adults, fair.  
*This Woman Is Dangerous*—Young children, no; older children and adults, poor.  
*Woman in Question*—Young children, mature; older children, yes; adults, good.

major adjustments are necessary to coordinate residential schools and special day schools and classes, and also to integrate special and regular classes within the regular school. It is important that other faculty members have information that will enable them to cooperate with the special teachers. This integrated planning requires direction by able administrative personnel.

The shortage of qualified teachers and supervisors is of great concern, but if the program of special education could be stabilized financially, plans for sound and properly selective teacher preparation in this field could be organized, as well as plans for in-service training and refresher courses for teachers of exceptional children.

Just as few communities can support a broad program of special education without state help, so it is unlikely that states can raise the quality of educational opportunity for handicapped children to a desirable level without assistance from the federal government. States struggling with the problem of providing a minimum basic program of education for elementary and secondary schools are not likely to assume the cost of educating the handicapped.

A program of federal assistance comparable with that provided for Crippled Children's Services is set forth in S. 1463 (Hill, Douglas, Humphrey, Lehman, Murray, Neely, Pastore, Aiken, and Morse), the Physically Handicapped Children's Education Act. This bill provides for appropriations ranging from four million dollars the first year to sixteen million dollars for the fourth and succeeding years, to be channeled through the U.S. Office of Education and state departments of education.

Each state will receive an initial allotment of twenty-five thousand dollars, plus additional funds apportioned according to a formula that takes into account the number of physically handicapped children and the state's per capita income. The federal government will supply no less than 33 1/3 per cent and no more than 75 per cent of the cost of the program, with the states supplying the balance. The state agency will present a plan providing for the state's matching funds; showing policies and methods of administration, supervision, and training of personnel; providing methods of identifying the cost of special educational services required for physically handicapped children; indicating policies for the distribution of funds between rural and urban areas and among types of services; and providing for cooperative working agreements with state agencies administering maternal and child health services.

### That These May Serve

This program of assistance, if enacted, will encourage states to take action for the education of physically handicapped children. There is no intention of relieving the states of their responsibility, only of providing incentive for comprehensive planning, just as the Crippled Children's Services funds have done. It is estimated that for every dollar spent by the government on rehabilitating disabled adults, the average rehabilitated person will pay ten dollars in federal income taxes. The money invested in basic education for the physically handicapped is sure to bring equally substantial returns, both in money and in service.

In this period of emergency manpower needs we cannot continue to waste our human resources. Custodial care and support in dependency are an extravagant waste of funds and manpower, if there is a possibility of making the physically handicapped self-supporting, even in part. During World War II our employable handicapped workers dramatically demonstrated their worth as skilled and dependable employees. Think what a contribution the children it is proposed to educate can make to our national life, socially and economically, if they are given the opportunity! Not all handicaps can be removed, but children can be helped to surmount them and to make successful adjustments to the world. Shall we extend them a hand?